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ABSTRACT

Designed for teachers, administrators, and supervisory personnel for use in planning, developing, and evaluating reading programs, this curriculum guide has been prepared to describe significant features of the classroom reading program for teaching reading from kindergarten through eighth grade. Following a general introduction are 9 sections containing information about the following: (1) the four specific skills involved in the reading process, (2) the Wichita management system, (3) diagnostic-prescriptive teaching, (4) reading skills checklists for kindergarten through eighth grade, (5) grouping for reading, (6) directed reading activity, (7) reading instruction in content areas, (8) sample activities (color coded) designed to reinforce the skills involved in the reading process, and (9) parental involvement in the reading program. Appendixes contain testing instruments used in the program. (EL)

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The Wichita Reading Handbook

USD #259

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THE WICHITA READING HANDBOOK

Wichita Public Schools
Curriculum Division
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1981

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THE WICHITA READING HANDBOOK

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INTRODUCTION

This reading handbook has been prepared to describe significant features of the classroom reading program for teaching reading (K-8) in the Wichita Public Schools. A reading skills checklist has been included, thus identifying grade level expectancies (K-8) in the four basic skill areas: Vocabulary, Word Analysis, Comprehension, and Study Skills. One section is devoted specifically to content area reading since this represents a major emphasis of the middle grades and junior high reading programs. The Wichita Management System is described and implemental procedures are explained in another section.

The handbook does not go into detail on reading methods since this information is available in teachers' manuals and professional books on reading. Reference resources for additional information have been included.

Materials and information included in the handbook are intended to serve as a guide for teachers, administrators, and supervisory personnel in planning, developing, and evaluating reading programs. The content and ideas included in each section will serve as a practical resource in the teaching of reading in the classroom.

"Your basal reader can be the launching pad to wider reading--extend the interests, experiences, and knowledge base of your students in and through reading."

THE READING PROCESS

The act of reading is so familiar to adults that what is involved in the process is often overlooked. Reading is more than a mechanical skill, it involves complex mental processes. Reading takes place only when the individual obtains meaning from the material and is able to make use of the ideas gained. Although reading may appear to be a single operation, the Wichita Reading Program distinguishes four specific skills in the total process:

Vocabulary Development

Word Attack Skills

Reading Comprehension

Study Skills

Vocabulary Development includes recognition of the written word, its pronunciation, and the meaning intended by the author. In the reading process the student will need to develop both a "sight" vocabulary and a "meaning" vocabulary. Sight word lists are included in Section IX and are readily available to the teacher. Meaning vocabulary includes same-meaning words, opposite-meaning words, and multiple-meaning words.

Word Attack Skills comprises sounds (phonics); structure (structural analysis); context clues; and dictionary skills. The ultimate goal for word attack skills is to achieve independence in word recognition.

Reading Comprehension includes "reading the lines," "reading between the lines," and "reading beyond the lines."

Reading with comprehension occurs when the student acquires from the printed page the ideas intended by the author. The reader's understanding of these ideas is influenced by his/her* background of experience. In practice, the comprehension skills are more difficult to teach, primarily because they tend to be more abstract. The Wichita Reading Program includes the following five basic comprehension skills: literal, interpretive, analytical, critical, and creative.

Study Skills are comprised of the following five common components: selecting and evaluating material, locating information, organizing information, recalling information, and following directions; and specialized factors of vocabulary and specific skills pertaining to social studies, science, mathematics, and English. The basic goal for study skills is to do something with material being read. Study skills in practice go beyond reading for understanding.

Reading is one channel of communication. It is closely interrelated to all other aspects of language abilities: listening, speaking, and writing. All components involve thinking. All of them require either the skill of dispersing or receiving information. All imply understanding, interpreting, and creating meaning.

Reading is reacting which results in thinking. The reader must bring some meaning to the printed page, along with a desire for further understanding and meaning. He must relate and apply new understanding to the interests and problems of life.

* His/her will be referred to as "his" throughout the remainder of this handbook.

The reading program is structured to develop specific skills and to provide adequate practice for the maintenance of these skills. The scope of the program provides for continuous development, with balance in and through reading, and with a growth in skills that can be applied to other areas of learning.

WICHITA MANAGEMENT SYSTEM

The primary purpose of a management system for reading instruction is for diagnostic-prescriptive teaching. Although publishers of the major basal reading series include a management system component, the Wichita Public Schools has developed its own management system for reading skills instruction which is not tied to any one basal reading program. In the reading adoption study the Selection Committee considers whether the recommended adopted series can be used with the Wichita Management System.

A most important factor to consider is that a management system is the framework through which reading skills and content are taught. It can provide for efficient, manageable, individualized instruction. Through efficiency in instruction the teacher can expect to increase "time-on-task" in teaching reading.

The Wichita Management System can be a valuable aid to classroom teachers in the following ways:

1. Helps the teacher select what skills students are to learn.
2. Provides for systematic use of supplemental materials.
3. Individualizes instruction according to student needs.
4. Establishes an instructional pace that is efficient and focuses on desired goals.
5. Uses it in managing instruction in the directed reading activity (DRA).

The six basic components identified for classroom use are listed below.

1. Student Reading Record Card (SRRC)--This is a permanent cumulative reading record of the student's developmental reading program. (Form 6.85035S)

2. Wichita Management System Reading Skills Check List--This check list is a skills listing by grade level for grades K-8.

3. Class Criterion Test Record--This is a temporary class record chart used by the classroom teacher to record skill mastery as group and individual student evaluations are completed. Information recorded on the class record chart can be used to document need for ad hoc skill grouping. (Forms 6.8504S, 6.8505S) Please note: It is not recommended that teachers use both the Reading Skills Check List and the Class Criterion Test Record.

4. Basal Readers with Teacher's Manual--These materials along with the student workbook constitute the core materials needed to implement the program.

5. Supplemental teaching and evaluation materials--These will vary with teacher and building and are used to provide worthwhile activities for diagnostic-prescriptive teaching, for enrichment reading, and for reteaching activities.

6. Library and trade books for wider reading. The school Media Center has available through the district Library Media Center a "Reading Correlation List" designed to support and compliment the basal reading prog[illegible]

The Wichita Management System has three [illegible]rd-keeping components. These include:

1. Student Reading Record Card

2. Reading Skills Check List

3. Class Criterion Test Record

The Reading Skills Check List or the Class Criterion Test Record are temporary records designed to record skills taught and mastered by individual students. These two forms are available through the Supply Center at School Services Center and are ordered on regular stock

requisition forms. They are used to record skill area competencies or deficiencies during the mastery-check of the directed -reading-activity (DRA). However, it is important to emphasize the fact that there are four distinct steps in the teaching skills section of the DRA:

Step 1: Teaching the Skill

Step 2: Practicing the Skill

Step 3: Applying the skill

Step 4: Evaluating mastery of skill(s) taught

At the fourth step of skill instruction teachers will use the Reading Skills Check List or the Class Criterion Test Record. Since in design they can be used for the same purpose, it is not necessary to use both forms. The purpose is for a temporary record of individual and group reading skills mastered as observed or evaluated by the teacher for a period of time. The teacher is responsible for determining when groups or an individual are ready for a mastery check. This is an integral phase in the teaching-learning process and should be a part of regular classroom instruction.

The Student Reading Record Card (#6.85035S) is the permanent cumulative reading record of the student's developmental reading program. In accordance with BOE policy #6800 the SRRC becomes part of all students' cumulative records. Procedures for completing the SRRC are outlined in an administrative directive found in Appendix A. The purpose of the SRRC is to maintain a permanent record of progress in reading for each individual student. Data should be transferred from either the Reading Skills Check List or the Class Criterion Test Record to the SRRC at

specified times during the school year. Minimum suggested times are:

1. Prior to teacher-parent or teacher-student conferences
2. When a student transfers out of an attendance area
3. When a Report to Parents on Pupil Progress is sent home
4. At the end of the school year

It is suggested that building administrators working with their staff should establish consistent building procedures for using The Wichita Management System for Reading Skills Instruction. Resources the administrator may use in establishing building procedures are found in BOE policy #6800.00; the administrative directive found in Appendix A, Time allotments-Elementary found in Appendix B; and in a filmstrip/tape presentation entitled: The Wichita Management System available through Reading Services Center, 268-7871.

DIAGNOSTIC - PRESCRIPTIVE TEACHING

The primary task for teaching reading is to guide the development of basic skills for individual students within a group unit at the classroom level. The ultimate goal in teaching reading is maximum achievement for each student commensurate with his ability. In the past decade the concept of diagnostic-prescriptive teaching has been developed as a means for individualizing instruction and improving reading achievement at the classroom level. The key to success is the classroom teacher using commercial and teacher-made materials efficiently and motivating students to learn to read.

This section of the handbook will provide the teacher with basic information for implementing diagnostic-prescriptive teaching. Teachers will develop their own style of teaching and will adapt other evaluation activities and ideas to this concept. Major emphasis has been devoted to the importance of "Needs Assessment" in reading. This implies the compiling of both individual and group evaluation data for purposes of planning the instructional programs in reading.

Finding where the student is in reading development is the first step in planned instruction. This process has been labeled "diagnosis," a term borrowed from the medical profession. The term is synonymous with "evaluation." Effective diagnosis is continuous since a student's needs will change as he develops his reading ability. Before planned instruction in reading can take place, each student is placed at his instructional reading level.

The evaluation instruments suggested and listed in this section can assist the teacher in placing each student at his instructional reading level. The instructional reading level is defined as that level at which a student can identify 95% of the words and comprehend 70% of the material read. Individual and group tests are included. Overtesting is a complaint often voiced in teaching reading. The only safety measure to prevent this from happening is teacher judgment and the necessity to view the diagnostic process as another teaching procedure. Effective teachers do use testing as a teaching situation.

The end-of-year reading level and basal designation recorded on the Student Reading Record Card (SRRC) will expedite placement of students for instruction. Review instruction for a period of two to three weeks is necessary prior to placing students in the basal reading program.

Any student who does not have a current SRRC should be evaluated for his instructional reading level at the beginning of the school year. Any new student who enters the class during the year should be evaluated in reading. Finally, all students should be evaluated during the instructional process to determine if they are performing and progressing at their instructional reading level. Continuous progress in reading is a reality when this becomes routine classroom procedure.

Tests included in this handbook are:

1. Dolch Basic Sight Vocabulary Test. (Appendix C) This is a graded word list for teacher use in the classroom.

2. San Diego Quick Assessment. (Appendix D) This is an excellent test for quick placement and correlates with the graded word lists in the Informal Reading Inventory. The test is not recommended for a complete diagnosis. Directions for administering are included.

3. Five-Day Testing Plan - This is a locally developed test suggested for use at the beginning of a school year and as a basis for review and placement in the basal series. One copy of the test with directions for administering and answer keys may be obtained from Reading Services.

4. Snoopy Attitude Inventory - (Appendix E) This is an individual test which has been popular with primary teachers.

5. Diagnostic Spelling Test - (Appendix F) This is an older group test developed and used in the Kottmeyer Clinics in St. Louis. Reviews on the use and value of this test have been favorable.

6. Classroom Reading Inventory (Silvaroli) - This is one of the more popular informal reading inventories. Copyright regulations allow us to include one original copy for building use. Form C is included in Appendix G.

The following tests are copyrighted and cannot be printed for use in the handbook. Reading Services will make available an original test for building reference.

1. Botel Word-Opposites Test - This is a group test which provides a reading comprehension level.

2. Slossen Graded Word List - This is an individual test.

In addition to the individual and group tests listed above, the approved basal adoption has tests available for diagnostic-prescriptive teaching. These are listed in the Materials Catalog and are purchased with per pupil budget allocation monies during the regular budget-cycle at the building level.

Teacher observation in the classroom can also provide valuable information on individual and group needs for reading instruction. An Observation Checklist (Appendix H) and a chart of Specific Reading Difficulties (Appendix I) have been included to assist the teacher in planned observations.

Both formal and informal diagnosis are suggested in the concept of diagnostic-prescriptive teaching. The diagnosis is of little value

if it is not organized for use in planning instruction. To assist the teacher in summarizing individual and group data three forms are included for possible use at the classroom level:

1. Class Profile: Diagnosis and Placement (Appendix J)
2. Student Reading Levels (Appendix K)
3. Basal Reader Series (Appendix L)

It is difficult to develop specific suggestions for the prescriptive facet of diagnostic-prescriptive teaching. This will vary with individual differences in teachers and the teaching-learning style used in the classroom. The implication from diagnosis is planned instruction to meet individual reading needs of students. Teachers will make program decisions based on summary data compiled for each classroom group.

As prescriptive teaching is implemented, perhaps the most practical advice can be found in your answer to these questions.

1. What am I going to do today?
2. Educationally, what value is it?
3. How do I know?

The end result of diagnostic-prescriptive teaching of reading is to increase achievement and to motivate the student to become more involved in and through reading.

READING SKILLS CHECKLIST

This section contains very basic information for classroom teachers and administrators about the Wichita Developmental Reading Program. The new Reading Skills Checklists included here are the "heart" of the program. (Resources for this important section of the guide include: Behavioral Objectives Reading (kindergarten, elementary and secondary section); Student Reading Record Card; Walter B. Barbe's Reading Skills Checklist, 1976 and Grade Level Reading Expectancies, prepared by Reading Services.) The Class Criterion Test Record was referred to in a previous section. The new Reading Skills Checklist can serve dual purposes - as a temporary record of individual student achievement or as a grade-level guide for reading skills expectancies. If used as indicated in the first purpose, there would not be a need for the classroom teacher to use the Class Criterion Test Record.

When studied from a global viewpoint these lists can give the classroom teacher and administrator a concise overview of the K-8 reading program. It is not expected that the lists be used as absolute guides but as general guidelines for expectancy. The checklist for the Readiness Level is designed for kindergarten where the formal readiness program begins and is also applicable to first grade students who need additional reading readiness instruction.

Teachers using the Reading Skills Checklists must understand the developmental stages of the reading process. Students do not progress through the developmental stages at the same rate. Individual differences do exist and must be taken into consideration in planning instructional activities. Francis Ilg's book entitled School Readiness published by

Harper & Row, 1964, contains detailed discussions on the "developmental stages" of growth with implications for reading development--ages 5 to 10. The stages of growth with an expected range of grade levels are identified for purposes of relating to developmental phases of reading:

Reading Readiness (K-1)
(foundation skills for beginning reading instruction)

Beginning Reading (1-2)
(reading skills for learning how to read)

Growth in Reading (2-3)
(an accelerated growth in reading - the student applies the skills for learning how to read.)

Power Reading (4-8+)
(skills for reading to learn)

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

READINESS LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes name _____
2. Recognizes letters _____
3. Recognizes numbers _____
4. Matches capital and small letters _____
5. Recognizes color words _____
6. Uses word configuration _____
7. Recognizes high frequency words _____

B. Meaning

1. Shows oral language development _____
2. Matches pictures to words _____

II. WORD ATTACK

A. Auditory Discrimination

1. Recognizes rhythm patterns _____
2. Hears rhyming words _____
3. Hears word likenesses and differences _____
4. Reproduces words verbally _____

B. Visual Discrimination

1. Distinguishes geometric shapes _____
2. Distinguishes size relationships _____
3. Matches like words _____

C. Phonics

1. Consonants

a. recognizes initial consonant sounds in words _____

b. recognizes final consonant sounds in words _____

c. recognizes consonant digraphs _____

III. COMPREHENSION

A. Sentence Development

1. Verbalizes about familiar objects _____
2. Verbalizes about pictures in sentences _____
3. Responds to ideas orally _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

READINESS LEVEL
Page 2

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

B. Recalls Stories _____

C. Classification

1. Classifies objects _____

2. Clasgifies pictures_____

3. Classifies words _____

D. Order

1. Orders objects by size, color, texture, etc. _____

2. Orders pictures by sequences _____

E. Understands Positional words * _____

F. Follows Directions _____

G. Reasons and Predicts Outcomes _____

H. Evaluates Behavior

1. Evaluates behavior in story characters _____

2. Recognizes own emotions _____

3. Verbalizes feelings toward characters _____

I. Uses art forms for expression _____

1. Illustrates stories _____

IV. STUDY SKILLS

A. Demonstrates Left to Right Progression/ Sentence _____

B. Demonstrates Correct Progression/Book _____

C. Demonstrates use and care of books _____

* in - out
under - over
up - down

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECK LIST

FIRST GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes capital and small letters _____
2. Knows color words _____
3. Recognizes preprimer sight words _____
4. Recognizes primer sight words _____
5. Uses word configuration _____

B. Word Meaning

1. Shows oral language development _____
2. Uses context clues _____
3. Understands antonyms (opposites) _____
4. Understands synonyms (same meaning) _____
5. Understands homonyms (sound same - different meaning and spelling) _____
6. Understands meaning words (meaning determined by context) _____

II. WORD ATTACK

A. Auditory and Visual Clues

1. Sees and hears rhyming words _____
2. Sees and hears likenesses and differences in words _____

B. Phonics

1. Recognizes and uses single consonants:

a. initial position _____
b. medial position _____
c. final position _____

2. Recognizes hard and soft c/g _____

3. Recognizes and uses initial consonant blends

cr___	sh ___	fr___
br___	st ___	wh___
sl___	bl ___	th___
sk___	pl ___	ch___
dr___	tr ___	fl___
cl___	gr ___	pr___
sp___	sc ___	tw___
sm___	qu ___	str___
thr___	squ ___	spr___

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

4. Recognizes and uses vowels:
   a. long vowels _____
   b. short vowels _____
   c. y as a vowel _____

C. Structural Analysis

1. Uses word endings:
   ing ___ ed ___ s ___
   er ___ est ___ es ___

2. Recognizes and uses:
   a. compound words _____
   b. contractions _____
   c. word families _____

   all ___ et ___ an ___
   at ___ en ___ ill ___
   it ___ in ___ ell ___
   ay ___ ake ___ or ___

3. Knows suffixes
   ly ___ ful ___

II. COMPREHENSION

A. Story Recall

1. Reads aloud _____
2. Reads silently _____
3. Locates answer to questions _____
4. Selects main idea _____
5. Draws conclusions and predicts outcomes _____
6. Distinguishes between fact and fantasy _____

B. Classification:

1. Classifies objects _____
2. Classifies words _____
3. Classifies pictures _____

C. Orders in Sequence:

1. Arranges pictures in sequence _____
2. Arranges sentences in sequence _____

D. Understands Positional Words _____

E. Follows Directions

1. Oral _____
2. Written _____

F. Reasons and Predicts Outcomes _____

G. Evaluates Behavior

1. Evaluates behavior in story characters _____
2. Recognizes own emotions _____
3. Verbalizes feelings toward characters _____

H. Uses Art Form for Expression

1. Illustrates stories _____
2. Uses role playing _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

FIRST GRADE
Page 3

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

IV. STUDY SKILLS

A. Preparatory Skills

1. Demonstrates use/care of books _____
2. Recognizes title page _____
3. Recognizes table of contents _____

B. Extending Study Skills

1. Follows written and oral directions _____
2. Notes correct sequence
   a. Pictures _____
   b. Sentences _____

C. Organization of Information

1. Classifies words in sentences _____
2. Alphabetizes words and sentences using 2nd and 3rd letter _____
3. Summarizes _____

D. Oral Reading

1. Reads with meaning:
   correct phrasing (not word by word) _____
   correct pronunciation _____
   proper voice intonation _____
2. Understands punctuation:
   period _____
   question mark _____
   comma _____
   exclamation mark _____

E. Silent Reading

1. Reads for enjoyment _____
2. Reads for information _____
3. Reads without vocalization
   lip movements _____
   whispering _____
4. Reads without head movement _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SECOND GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes Dolch 220 Basic Sight Words (should be learned by the end of the year) _____

2. Uses word configuration _____

B. Word Meaning

1. Recognizes antonyms, synonyms, homonyms _____

2. Understands multi-meaning words _____

3. Understands word endings _____

4. Uses descriptive and figurative words _____

5. Understands punctuation in reading _____

a. capitol letters _____
b. periods _____
c. question mark _____
d. exclamation mark _____
e. commas in address _____
f. commas in series _____

II. WORD ATTACK

A. Auditory and Visual Skills

1. Hears rhythm pattern _____

2. Identifies letter-sounds _____

3. Blends sounds _____

B. Phonics

1. Consonants _____

a. knows consonant sounds _____
b. recognizes and uses initial, medial, and final consonants and consonant blends _____

2. Vowels

a. knows long and short vowel sounds and symbols _____
b. knows "r" controlled vowels (car, for, her) _____
c. understands variant sounds of "y" as a consonant and a vowel _____
d. understands vowel principles _____

C. Structural Analysis

1. Recognizes root or base words _____

2. Recognizes prefixes and suffixes _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SECOND GRADE
Page 2

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

3. Recognizes plurals _____

4. Recognizes and uses possessive forms _____

5. Recognizes and uses compound words _____

6. Recognizes and uses contractions _____

7. Understands syllables _____

a. recognizes the number of syllables (2-3) in a word _____
b. divides a given word into syllables (2-3) _____

III. COMPREHENSION

A. Literal Comprehension

1. Identifies details _____

2. Draws conclusions _____

3. Predicts outcomes _____

4. Associates written word with pictures _____

5. Follows written direction _____

6. Identifies main idea _____

B. Interpretive Comprehension

1. Understands inferred details and ideas _____

2. Follows sequence of the plot _____

C. Analytic Comprehension

1. Understands problem solving _____

2. Understands relevant/irrelevant details _____

D. Critical Reading

1. Distinguishes between fact, fantasy, opinion _____

2. Locates information _____

3. Finds proof _____

E. Appreciative and Creative Comprehension

1. Dramatizes stories _____

2. Illustrates stories _____

3. Retells a story previously read _____

4. Uses art as a form of expression _____

IV. STUDY SKILLS

A. Preparatory Skills

1. Takes care of books _____

2. Organizes work materials _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SECOND GRADE
Page 3

(Last Name) (First Name) (Name of School

(Age) (Grade Placement) (Name of Teacher)

B. Extending Study Skills

1. Follows written and oral directions _____

2. Notes correct sequence _____

a. pictures _____
b. sentences _____

C. Organization of Information

1. Classifies words and sentences _____

2. Alphabetizes words using second and third letter _____

3. Summarizes _____

D. Oral Reading

1. Reads clearly and distinctly _____

2. Reads with expression _____

3. Reads fluently _____

E. Locating Information and References

1. Recognizes and uses Title Page _____

2. Recognizes and uses Table of Contents _____

3. Dictionary skills _____

a. Recognizes and uses:
guide words _____
locates a word _____
reads the definition _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

THIRD GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes Dolch 220 Basic Sight Words _____
2. Understands configuration _____
3. Understands visual likeness _____

B. Word Meaning

1. Comprehends and uses the following words correctly:

direction words (backwards, forwards) _____
action words (push, pull) _____
titles of address (Mr. Mrs) _____
career words (teacher, doctor) _____
metric words _____
curriculum words _____

2. Uses descriptive and figurative words and phrases _____
3. Recognizes and uses synonyms, antonyms and homonyms _____
4. Understands punctuation in reading _____

a. commas in apposition _____
b. direct address _____
c. quotation marks in conversations _____
d. apostrophe in contractions _____

II. WORD ATTACK

A. Review of Auditory and Visual Skills

1. Hears rhythm patterns _____
2. Identifies letter sounds _____
3. Blends sounds _____

B. Phonics

1. Recognizes and uses initial, medial and final consonants and consonant blends _____
2. Understands vowel principles _____

C. Structural Analysis

1. Recognizes and uses root or base words _____
2. Recognizes and uses prefixes and suffixes _____
3. Recognizes and uses plural forms by adding s, es, ies, by changing f to v and adding es _____
4. Recognizes and uses both singular and plural possessive forms _____
5. Recognizes and uses compound words _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

THIRD GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

6. Recognizes and uses contractions _____

7. Understands and uses syllabication rules _____

III. COMPREHENSION

A. Literal Comprehension

1. Identifies details _____

2. Draws conclusions _____

3. Predicts outcome _____

4. Follows written and oral directions _____

5. Identifies main ideas _____

B. Interpretive Comprehension

1. Reads for a definite purpose:

for pleasure _____
for obtaining an answer to questions _____
for obtaining general ideas of content _____

C. Analytic Comprehension

1. Is able to understand and use the technique of skimming _____

2. Uses problem solving _____

3. Distinguishes relevant/ irrelevant details _____

D. Critical Reading

1. Recognizes fact, fantasy, and opinion _____

2. Recognizes the source from which to obtain information (dictionary, encyclopedia, index, glossary etc.) _____

E. Appreciative and Creative Comprehension

1. Dramatizes stories _____

2. Illustrates stories _____

3. Retells a story previously read _____

4. Uses art as a form of expression _____

IV. STUDY SKILLS

A. Extending Study Skills

1. Follows oral and written directions _____

2. Notes correct sequence _____

a. pictures _____
b. sentences _____

B. Organization of Information

1. Classifies words and sentences _____

2. Alphabetizes by first (3) letters _____

3. Summarizes _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

THIRD GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

C. Oral and Silent Reading

1. Oral Reading

a. reads with expression _____
b. comprehends materials read aloud _____

2. Silent Reading

a. reads silently without finger pointing or lip movement _____
b. comprehends material while reading silently _____

3. Listening

a. comprehends material read by another _____
b. follows directions read aloud _____

4. Reading Rate

a. reads faster silently than orally _____

D. Locating Information and References

1. Understands and uses title page _____

2. Understands and uses table of contents _____

3. Understands and uses index _____

4. Understands and uses maps charts _____

5. Understands and uses a glossary _____

6. Understands and uses dictionary skills:

a. guide words _____
b. location of word _____
c. stressed syllables _____
d. dictionary pronunciation key _____
e. the schwa sound _____
f. stress marks _____
g. diacritical marks and respelling _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

FOURTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes sight words _____
2. Understands configuration _____

B. Word Meaning

1. Uses new words in both sentences and stories _____
2. Understands meaning from context _____
3. Uses antonyms, synonyms, homonyms _____
4. Recognizes meaning of multiple definition words in context _____
5. Uses descriptive and figurative words _____
6. Understands word endings _____
7. Utilizes punctuation _____

II. WORD ATTACK

A. Phonics

1. Reviews phonetic skills _____
   a. blends and digraphs _____
   b. rhyming words _____
2. Reviews vowel sounds and symbols:
   a. "r" controlled vowels _____
   b. vowel digraphs and diphthongs _____
   c. vowel principles _____

B. Structural Analysis

1. Uses "ed" endings _____
2. Understands and uses root words _____
3. Uses prefixes and suffixes _____
4. Uses plurals _____
5. Recognizes possessive forms _____
6. Uses compound words _____
7. Recognizes and uses contractions _____
8. Syllables:
   a. understands rules for syllabication _____
   b. effectively applies rules for syllabication _____
9. Recognizes and uses schwa _____
10. Knows accent clues _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

FOURTH GRADE
Page 2

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. COMPREHENSION

A. Literal Comprehension

1. Identification of details _____

a. locates specific information _____
b. interprets descriptive words and phrases _____
c. chooses facts to retain _____
d. chooses facts to support main idea _____
e. confirms answers _____

2. Organizational patterns

a. forms an outline _____
b. reports from an outline _____

3. Distinguishes main idea _____

B. Interpretive Comprehension

1. Understands inferred details and ideas _____

2. Understands relationship of ideas _____

C. Analytic Comprehension

1. Uses problem solving _____

2. Determines relevant/ irrelevant details _____

D. Critical Reading

1. Determines realism/ fantasy _____

2. Distinguishes between fact/ opinion _____

3. Locates information _____

4. Evaluates behavior of story characters _____

E. Creative Comprehension

1. Identifies the mood of a reading selection _____

2. Determines the author's purpose _____

3. Determines character traits _____

IV. STUDY SKILLS

A. Organization of Information

1. Classifies _____

2. Determines paragraph topics _____

3. Alphabetizes _____

4. Summarizes _____

5. Outlines study guides, note-taking _____

B. Selection of Material

1. Skims _____

2. Previews _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

FOURTH GRADE
Page 3

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

C. Location and Use of References:

1. Understands and uses title page _____
2. Understands and uses table of contents _____
3. Uses an index _____
4. Uses glossary _____
5. Understands dictionary skills:
   a. guide words _____
   b. diacritical markings _____
   c. grammatical abbreviations _____
   d. definitions _____
   e. cross-reference _____
6. Utilizes card catalog _____
7. Locates books in the library _____
8. Uses reference materials:
   a. encyclopedia _____
   b. atlases _____
   c. periodicals _____
   d. telephone directories _____
   e. newspapers _____
   f. magazines _____
9. Uses map skills _____
   a. reads maps _____
   b. understands types of maps _____
10. Understands and uses graphs and charts _____
11. Reads and understands tables and schedule _____

F. Evaluation

1. Determines essential and non-essential information _____
2. Examines author's qualifications _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

FIFTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes sight words _____

B. Word Meaning

1. Interprets word meanings in and out of context _____
2. Knows abstract meaning of words _____
3. Uses antonyms, synonyms, homonyms _____
4. Understands heteronyms _____
5. Uses multiple meaning words _____
6. Uses descriptive and figurative words _____
7. Utilizes punctuation to obtain meaning _____
8. Understands colloquialisms and idioms _____

II. WORD ATTACK

A. Phonics

1. Reviews Phonetic Skills _____
   a. consonant blends and digraphs _____
   b. vowel digraphs and diphthongs _____
   c. vowel principles _____

B. Structural Analysis

1. Understands and uses root words _____
2. Understands and uses suffixes _____
3. Understands and uses prefixes _____
4. Understands and uses plurals _____
5. Understands and uses possessive forms _____
6. Reviews compound words _____
7. Reviews contractions _____
8. Understands and uses syllabication _____
9. Understands and uses accents _____
10. Understands and uses schwa sound _____

III. COMPREHENSION

A. Literal Comp.

1. Identifies details _____
2. Understands organizational patterns _____
3. Knows main idea _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECK LIST

FIFTH GRADE
Page 2

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

B. Interpretive Comprehension

1. Identifies inferred details and ideas _____
2. Determines relationship of ideas _____

C. Analytic Comprehension

1. Uses problem solving _____
2. Distinguishes relevant/ irrelevant details _____

D. Critical Reading

1. Determines fact, fantasy, opinion _____
2. Locates information:
   a. take notes from reading _____
   b. take notes from lectures _____
3. Evaluates behavior of character:
   a. physical appearance _____
   b. emotional make-up _____

E. Creative Comprehension

1. Recognizes emotions _____
2. Uses art forms for expression _____

F. Reading for Appreciation

1. Derives pleasure _____
2. Forms sensory impression _____
3. Develops imagery _____

G. Oral Reading

1. Recognizes and pronounces words with speed and accuracy _____
2. Groups words into meaningful phrases _____
3. Interprets marks of punctuation accurately _____
4. Reads in a pleasant, well modulated voice _____

IV. STUDY SKILLS

A. Organization of Information

1. Understands sequential order in stories, books, poems, etc. _____
2. Classifies _____
3. Alphabetizes:
   a. in dictionary _____
   b. in card catalogue _____
   c. in phone book and catalogues _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

FIFTH GRADE
Page 3

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

4. Summarizes _____

5. Comprehends outlining and study guides:

   a. roman numeral and letters _____
   b. order of events _____
   c. topics _____

6. Understands and uses footnotes/bibliography _____

B. Material Selection

1. Understands and uses reading rate skills _____

2. Understands and uses skimming, previewing _____

C. References

1. Understands and uses title page _____

2. Understands and uses table of contents _____

3. Understands and uses card catalog:

   a. use of call numbers _____
   b. examines author, title and subject cards _____
   c. uses card catalog for reports and book selection _____

4. Uses an index _____

5. Uses a glossary _____

6. Knows dictionary skills:

   a. guide words _____
   b. diacritical markings _____
   c. grammatical abbreviations _____
   d. definitions _____
   e. cross references _____

7. Uses reference materials:

   a. encyclopedias _____
   b. atlases _____
   c. periodicals _____

8. Practices map skills _____

9. Understands and uses graphs and charts _____

10. Understands and uses tables and schedules _____

D. Evaluation

1. Understands author's qualifications _____

2. Distinguishes facts and opinions _____

3. Understands propaganda _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLISTS

SIXTH GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Recognizes sight words _____

B. Word Meaning

1. Interprets word meanings in and out of context _____

2. Understands antonyms, synonyms, homonyms, and heteronyms _____

3. Understands descriptive and figurative language:

a. metaphors _____
b. similes _____
c. personification _____

II. WORD ATTACK SKILLS

A. Reviews and extends phonics skills

1. Knows consonant blends and digraphs _____

2. Knows vowel digraphs and diphthongs _____

3. Understands and uses vowel rules _____

B. Structural analysis

1. Knows root words _____

2. Understands prefixes _____

3. Understands suffices _____

4. Knows plural forms _____

5. Knows possessive forms _____

6. Knows compound words _____

7. Understands and uses syllabication _____

8. Knows schwa sound _____

9. Understands and uses accent marks _____

III. COMPREHENSION

A. Literal Comprehension

1. Locates details _____

2. Understands organizational patterns _____

3. Finds main ideas _____

B. Interpretive Comprehension

1. Understands inferred details and ideas _____

2. Understands relationship of ideas _____

C. Analytic Comprehension

1. Uses problem solving _____

2. Recognizes relevant/ irrelevant details _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECK LIST

SIXTH GRADE
Page 2

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

D. Critical Reading

1. Understands fact, fantasy, opinion _____
2. Locates information:
   a. takes notes from reading _____
   b. takes notes from lectures _____
3. Evaluates behavior of a character _____

E. Creative Comprehension

1. Recognizes emotions _____
2. Uses art forms for expression _____

F. Reading for Appreciation

1. Derives pleasure _____
2. Forms sensory impressions _____
3. Develops imagery _____

G. Oral Reading

1. States to an audience the meaning and feelings expressed by an author _____
2. Expresses emotion sincerely _____
3. Reads with poise and self-confidence _____
4. Dramatizes portions of a story _____

IV. STUDY SKILLS

A. Organizes Information

1. Follows directions _____
2. Understands sequential order of ideas or events _____
3. Classifies _____
4. Understands paragraph topics _____
5. Summarizes _____
6. Knows basic outlining _____
7. Understands footnotes _____
8. Understands bibliographies _____

B. Selection of Material

1. Adjusts reading rate _____
2. Skims, previews _____

C. Location and use of references

1. Uses title page _____
2. Uses table of contents _____
3. Uses an index _____
4. Uses a glossary _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECK LIST

SIXTH GRADE
Page 3

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

5. Knows dictionary skills:
   a. guide words _____
   b. diacritical markings _____
   c. grammatical abbreviations _____
   d. definitions _____
   e. cross-reference _____

6. Uses card catalog _____

7. Locates books and material in library _____

8. Uses reference materials:
   a. encyclopedias _____
   b. periodicals
   c. telephone directories _____
   d. newspapers _____

9. Knows map skills _____

10. Understands graphs and charts _____

11. Reads tables and schedules _____

12. Understands diagrams _____

D. Evaluates Information

1. Evaluates author's qualifications _____

2. Recognizes propaganda techniques _____

WICHITA MANAGEMENT SYSTEM READING SKILLS CHECKLIST

SEVENTH-EIGHT GRADE

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Sight Vocabulary

1. Knows essential sight words at grade level _____

2. Knows essential sight words in content area _____

3. Knows essential survival vocabulary _____

B. Word Meaning

1. Conceptualizes meaning of unknown word from surrounding context _____

2. Utilizes antonyms, synonyms, homonyms and heteronyms _____

3. Utilizes descriptive and figurative language

a. metaphors _____
b. similes _____
c. personification _____

C. Root words, Prefixes, and Suffixes

1. Recognizes high frequency root words, prefixes and suffixes _____

2. Knows meanings of high frequency root words, prefixes and suffixes _____

II. WORD ATTACK

A. Can apply phonics rules to unknown words _____

B. Can apply structural analysis generalizations to unknown words _____

C. Can apply syllabication rules to unknown words _____

III. COMPREHENSION

A. Literal Reading

1. Can locate main idea and topic sentence _____

2. Can discern sequence of facts, items or events _____

3. Can recognize and remember specific and subordinate details relating to the main idea or topic _____

B. Interpretive Reading

1. Can formulate generalizations _____

2. Can identify author's purpose _____

3. Can make inferences from facts presented _____

C. Critical Reading

1. Can discriminate between fact and opinion _____

2. Can follow written or printed directions _____

D. Analytic Comprehension

1. Can note causes and effects _____

2. Can suggest alternatives _____

3. Can draw conclusions _____

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

E. Creative Reading

1. Can use various sources to support opinion _____

2. Can use maps, graphs, charts, tables when appropriate _____

3. Can use reading for different purposes _____

4. Can apply knowledge gained from previous levels to new situations _____

IV. STUDY SKILLS

A. Single Volume Locational Skills

1. Refers to Table of Contents _____

2. Uses visual aids within the textbook _____

3. Consults index for specific information _____

B. Specialized Reference Tools

1. Uses resources within the library _____

C. Organizational Skills

1. Recognizes topics, sub-topics and details _____

2. Utilizes note-taking, outlining and summarizing skills _____

D. Flexibility Rate

1. Uses various rates to adjust to nature and purpose of material _____

V. ORAL READING

A. Is able to read aloud for various purposes _____

B. Is able to read aloud with appropriate diction, inflection level modulation _____

GROUPING FOR READING

In a typical first grade classroom of twenty-nine students one would expect to find the following number of students at the indicated reading levels near the end of the school year:

Readiness Level.....two students

Making progress at PP^2 - PP^3.....three students

Successfully reading Primer level.....five students

Successfully reading at first reader level...twelve students

Reading at 2^1 reader level.....five students

Reading at 2^2 reader level.....one student

Reading at 3+ reader level.....one student

The pattern would repeat itself at other grade levels with the expected range of reading levels widening. The reality of the situation and the challenge presented to the teacher suggest "grouping for reading" as a plan for individualizing instruction. The perceptive, creative teacher through effort, organization, and imagination can transform his classroom into group units to more efficiently work with students and to individualize their reading experiences.

There are several valid reasons for strongly recommending grouping for reading instruction. These have been confirmed through both successful classroom practice and research. The practice of grouping allows for individualization, personalization of instruction, economy of teacher effort, and increased student participation. Grouping also allows materials to be matched to the student more effectively and allows instruction to be

matched with the student's needs and interests. It is noteworthy to stress that in no instance is it suggested that grouping for reading is easier.

Grouping may be accomplished in one or more of several possible ways. Some grouping procedures and their definitions will include:

1. Ability Groups: formed in accordance with the instructional reading level of the student.

2. Achievement Groups: determined by the overall scholastic achievement of the student. Traditionally, the grouping categories are labeled "above," "average," and "below."

3. Contract Options: a personalized approach to grouping. As interests arise and needs occur, the student discusses both with the teacher. A plan of action is mutually agreed in writing. Thus, the term "contract".

4. Interclass Ability Grouping: cooperation among teachers from several grade levels is necessary for the success of this approach. Students are grouped according to reading levels and are scheduled with teachers who instruct specific reading level(s).

5. Interest Grouping: formed as interests arise among the students.

6. Ad Hoc Skills Grouping: a temporary grouping plan formed when students are in need of either skill reinforcement or reteaching of a skill. Ad Hoc grouping can be formed with students from several ability groups. When the need has been met the group is disbanded.

7. Peer Tutoring: can serve a dual purpose of assisting a student with a specific reading need, and providing the more able student with opportunities to reinforce reading skills through tutoring.

Grouping is based on the knowledge of each student's instructional level and specific skill deficiencies.

Grouping can facilitate the two broad goals of reading instruction: to develop early independence in reading, and to develop a lively and ever widening interest in reading. Grouping procedures listed above can be the organizational format for guiding the learning to read process.

Three reading groups for basal reading instruction are recommended. A detailed plan is included in Appendix M as a model for the three reading groups.

DIRECTED READING ACTIVITY

Teachers are sometimes vague about how a reading lesson is organized and taught. They may list various approaches or materials, or merely follow verbatum the procedures outlined in a Teacher's Manual. A mistaken notion teachers may assume is that all they need to do to have a successful reading lesson is to complete a specified number of activities. However, there should be a basic plan or organizational scheme around which all reading instruction is planned.

Good organizational techniques are essential for an effective learning environment. Provisions should be made for students to have the time and an appropriate place to work independently, in small groups, and with the teacher. This section will offer suggestions for this type of organization and will be referred to as the DIRECTED READING ACTIVITY.

In the content areas, teachers have the responsibility of working with students who have a wide range of reading levels, learning abilities, interests, attitudes, and study skills development. An alternative teaching approach will be suggested in the second half of this section to facilitate instruction in content areas. The plan will be referred to as the DIRECTED READING LESSON and is especially appropriate for content area teachers in grades (4-8).

DIRECTED READING ACTIVITY

Purpose: To provide an outline for teacher use in planned development of a "directed reading activity."

Teaching Procedure:

I. Before Reading the Selection

- A. Motivate student to read
- B. Develop understanding of unfamiliar concepts
- C. Develop vocabulary using context clues

II. During Reading of the Selection

A. Guide development of purposes for silent reading
B. Guide interpretation of what has been read
C. Set purposes for oral rereading

III. After Reading the Selection

A. Teach reading skill(s) suggested in lesson
B. Extend knowledge, interest, attitudes, and appreciations for wider reading.

(*Some basal reading programs place skill teaching in Step I - Before Reading the Selection. Teachers will adjust Teaching Procedures depending on where in the DRA the adopted basal series places skill teaching.)

Suggested Guidelines for DRA:

I. Before Reading

Teacher Responsibility	Student Involvement
A. Develop interest in the story, relating it to student experiences and other stories. Present background information.	A. Share information about experiences and relate to the theme of the story.
B. Through discussion and visual aids, explain any unfamiliar ideas essential to understanding the selection.	B. Share any previous experiences related to new ideas.
C. Present new words in phrases or sentences. (Use context clues)	C. Read words in context a. Relate known words to new words. b. Apply word analysis skills.

II. During Reading

A. Develop cooperatively with students purposes for silent reading. The questioning technique will determine level of comprehension. Some examples of skills are:

a. classifying objects
b. recognizing sequence
c. determining cause and effect
d. making comparisons
e. reading for main idea

Teacher Responsibility	Student Involvement
II. During Reading (continued)	
f. finding details g. drawing conclusions	
Assign the selection in thought units. (Length of the assignment will vary with maturation level of students)	A. Read assignment to satisfy purposes.
B. Guide discussion based on purpose questions and extend to critical thinking level. a. elicit thought questions b. guide students to see relationships between what has been read and new situations.	B. Answer purpose questions and extend thinking. a. ask and answer thought questions b. assimilate what has been read to new situations.
C. Guide purposes for oral rereading Examples are: a. find answer to specific question b. dramatize the selection c. find a description d. share a portion with others.	C. Achieve the purposes through oral rereading. (a-d). All teacher responsibilities now become student involvement.
III. After Reading	
A. Plan and implement activities to teach, reteach, and reinforce the basic reading skills. Provide follow-up skill activities. Examples are: a. vocabulary skills b. word analysis skills c. comprehension skills d. reading study skills	A. Demonstrate competency of new skills; practice and apply known skills. Complete follow-up skill activities. (may include individual or group activities)
B. Plan and implement follow-up enrichment activities. Activities might also include: a. contract options b. interest grouping	B. Apply and share what has been learned. Examples for applying and sharing are: a. make something b. read related material c. writing d. dramatizing e. illustrating

DIRECTED READING LESSON

(Content-Area Reading)

Purpose: To provide an outline for teacher use in a structured lesson in which the student can achieve the most from reading required in content-areas.

Teacher Procedure:

I. Before reading the lesson material

A. Develop background information for lessons

B. Preview lesson to be assigned and establish purposes for reading

C. Pre-teach new vocabulary words

II. During Reading of the Selection

A. Direct silent reading of lesson

B. Guide discussion of lesson

C. Check comprehension and discuss

III. After Reading the Lesson

A. Provide other oral reading activities

B. Provide for follow-up activities

Suggested Guidelines for DRL:

I. Before Reading

Teacher Responsibility	Student Involvement
A. Review related lesson information, develop interest in lesson relating it to students experiences. Use activities to build vicarious experiences (film, TV program, pictures). Present background information.	A. Share personal experience and information about the lesson.

I. Before Reading (continued)

Teacher Responsibility	Student Involvement
B. Develop cooperatively with students purposes for lesson. Suggested activities are: a. demonstrate SQ3R Study technique (Appendix N) b. discuss titles and subtitles c. discuss purposes for reading d. preview graphic aids	B. Relate known information about lesson. Participate in preview activities, suggest questions to be answered in lesson.
C. Preteach new words.	C. Read words in context.
D. Make clear, concise assignment of lesson.	
II. During Reading	
A. Allow time for silent reading of lesson. (might be homework assignment)	A. Read assignment to satisfy purpose (s)
B. Guide discussion based on purpose questions and extend to critical thinking. a. use open-ended questions requiring thinking b. emphasize relationships between what has been read and other situations.	B. Answer purpose questions and extend thinking a. raise other questions about lesson b. assimilate new information to knowledge base.
C. Develop comprehension skills and concepts. Deal with misconceptions. Check understandings. Examples are: a. teacher-made tests b. open-book test c. class discussion	C. Extend knowledge, enter into group discussions, become involved in the learning process.

III. After Reading

Teacher Responsibility	Student Involvement
A. Plan some purposeful oral re-reading. Suggested activities are: a. read special directions b. read section which contains the answer to purpose question c. read main idea sentence in paragraph d. read passages which list specific details.	A. Participate in oral reading activities (suggested in a-d)
B. Assign extension and enrichment activities. These might include: a. relate information to present-day situations b. assign outside projects c. use drama or art work.	B. Participate as directed in any assigned outside projects. React and assimilate any new understanding to student's current knowledge base.

READING INSTRUCTION IN CONTENT-AREAS

"Learning to read" and "learning to read content" are not synonymous. The role of the classroom teacher in "learning to read" is to teach skills that are fundamental to all reading, while the content area teacher's role is to guide students in the application of these reading skills to subject matter areas. In fact, information and skills are more effectively learned when taught within a content area where they may be directly applied. Specific material, often the backbone of the content area, is more difficult to read than narrative material, which is usually found in the developmental reading program. Due to the specialized nature of content material at the middle grade-secondary level, specific skills and techniques need to be applied for each subject area.

Before using the reading skills check list in content area instruction, a review of specialized skills to be developed in different subjects is appropriate.

SPECIFIC SKILLS TO BE DEVELOPED IN THE CONTENT SUBJECTS

FINE ARTS

A. Art

Comprehending technical terms

Following directions

Reading with good comprehension the lives of artists

Reading the history of art

Comprehending art criticism

B. Music

Correctly reading words of songs

Understanding musical terms

Reading biographies of composers and great musicians

Reading stories of operas

Comprehending critical evaluation of concerts, etc.

Understanding descriptive articles about music

Following directions in musical textbooks, etc.

ENGLISH

Recognizing terms unique to English such as adjective, apostrophe

Learning literary or grammatical meanings for common words such as romantic, comedy, feet, act

Understanding figurative language

Recognizing literary devices

Inferring time, place, mood and nature of characters

Reading orally

HEALTH AND PHYSICAL EDUCATION

Developing a technical vocabulary

Locating information

Developing ability to read charts and diagrams

Reading to remember details

Reading to follow directions

Reading for the central thought of a passage

Reading orally

HOME ECONOMICS

Reading bills, statements, etc., accurately

Interpreting charts and graphs

Following directions in recipes and clothes patterns

Understanding instructions for using mechanical appliances

Reading labels

Reading household pages in newspapers and magazines

Reading books on dietetics, etc.

Critically reading advertising claims

INDUSTRIAL ARTS

Reading explanations and instructions

Understanding safety rules in shops and factories

Comprehending instructions for the care of tools, etc.

Reading about labor problems and industrial relations

MATHEMATICS

Engaging in slow, detailed reading

Reading nonverbal types of material-alphabetical symbols, formulas, equations, graphs, etc.

Understanding technical vocabulary

Comprehending financial pages in newspapers

Understanding statistical reports

Following directions on tax blanks

SCIENCE

Understanding technical vocabulary

Reading symbols, formulas

Following directions

SCIENCE (continued)

Reading books on scientific research, biographies of scientists, advances in field, etc.

Recognizing pseudoscientific claims in advertisements

Drawing conclusions

SOCIAL STUDIES

Understanding the organization of content

Reading for main ideas

Reading carefully to retain facts

Understanding a great range of vocabulary in government, politics, economics, law, sociology

Discriminating between fact and opinion

Understanding abstract terms such as democracy, civilization, etc.

Dealing with many references about one topic

Making comparisons

Reading maps and globes

Reading about current affairs

Adapted from: F.G. Adams Gray, Reese, Teaching Children to Read, The Ronald Press, New York, 1949.

General Suggestions To Consider With Reading In The Content Areas:

1. Check comprehension of specialized vocabulary in content-areas. Do not assume too much. Too often, students have limited and even erroneous grasp of vocabulary and concepts intrinsic to specific subjects.
2. Check on the suitability of the textbook. As the textbook remains the single most important resource in the classroom, it cannot be stressed enough that a comparison of book and student reveals as close a match as possible. One method of determining suitability involves the assignment of a typical passage for silent reading. Each pupil will write a short summary or answer ten prepared questions over the material. Discuss the summaries and when pupils show erroneous ideas, ask them to read aloud the parts from which they gained their ideas. The book is probably too difficult if the pupil:
    a. misses more than 30% of the comprehension questions
    b. has trouble with as many as 20% of the words
    c. has trouble with the concept formation of the selection

Another method of checking the student's match with the text-book is to have the pupil read a page orally and then explain the passage in his own words. The standards listed above may also be applied in this exercise. Other common resources include the following:

a. cloze procedure (Appendix O)
b. group informal reading inventory (Appendix P)
c. Fry readability formula (Appendix Q)

3. Be cognizant of standardized test results which will indicate a student's frustration reading level. This reading level is not the level at which the student should be asked to function. Rather, subtract 1-2 years to have a more realistic idea of the student's reading ability.

4. Use the Directed Reading Lesson (DRL) outlined in Section VII.

5. Provide substitute material for students who cannot read and understand the textbook. This suggestion will particularly apply to the ESL student or the handicapped student.

   a. Use easier textbooks on the same subject.

   b. Locate easier special reference materials on the specific topic. The library-media specialist or reading teacher can be a valuable resource.

   c. The lesson unit may be subdivided among students on which easier material is available.

   d. Where alternate material is not available, try cooperative use of textbook.

6. Reading study skills are especially appropriate to reading instruction in content-areas. The basic skills which have direct implications to content-area reading are:

   a. reading a textbook chapter

   b. learning to outline materials

   c. using reference books

   d. preparing organized reports

   e. studying for and taking examinations.

When teachers apply these reading study skills there will be a marked improvement in learning and achievement.

ACTIVITIES FOR READING .... "BEYOND THE TEXTBOOK"

This section includes sample activities designed to re-enforce the basic reading skills of vocabulary, word attack analysis, comprehension, and study skills. Some activities are designed to be independent student strategies while some require teacher-direction.

Teachers using the samples as models for developing a classroom resource for independent learning activities should be aware of three factors.

First, the color-code reference feature which has been used in the Wichita Management System for Reading Instruction is continued in the new handbook.

Vocabulary Skills . . . . pink

Word Attack Skills . . . . blue

Reading Comprehension . . yellow

Study Skills . . . . green

In addition to the activities suggested in this section the teacher is directed to the "Make-it and Take-it" Room at Murdock Teacher Center. For additional information and for scheduling time for Make-it and Take-it-Reading call Murdock Teacher Center, 682-1565.

Third, activities for reading in content-areas (grades 4-8) have been included. These have been organized in the same basic skill areas: vocabulary, word analysis, reading comprehension, and study skills.

VOCABULARY

Vocabulary development remains the single most fundamental element for successful reading. Initially, the student should be able to pronounce and recognize words in print and then comprehend or understand the concept of the word. He will truly have mastered any new word when he can use it meaningfully on his own.

The following is a compilation of mastery lists assembled from a variety of sources:

1. High Frequency Words
2. New Instant Word List
3. 95 Nouns
4. Content Area Sight Words
5. Survival Vocabulary

1. High Frequency Words

These words should be learned prior to grade one.

a	not
and	on
he	she
go	the
I	to
in	we
is	will
it	you

2. New Instant Word List

This list by Edward Fry has been updated from previous ones and is based upon statistical computations of running words.

The Instant Words
First hundred

First 25 Group 1a	Second 25 Group 1b	Third 25 Group 1C	Fourth 25 Group 1d
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
	but	many	my
in	not	then	than
is	what	them	first
you	all	these	water
that	were	so	been
it			
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

2. New Instant Word List (continued)

The Instant Words
Second hundred

First 25 Group 2a	Second 25 Group 2b	Third 25 Group 2c	Fourth 25 Group 2d
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

2. New Instant Word List (continued)

The Instant Words
Third hundred

First 25 Group 3a	Second 25 Group 3b	Third 25 Group 3c	Fourth 25 Group 3d
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

3. 95 Nouns (Dolch Picture-Word Cards)

These are particularly useful due to the fact they are "concrete" words and picture word cards are available

airplane	children	hand	rain
apple	coat	head	ring
baby	corn	hen	road
back	cow	hill	school
ball	dog	horse	sheep
barn	doll	house	shoe
basket	door	kitten	snow
bear	duck	leg	squirrel
bed	eggs	letter	stick
bell	elephant	man	store
bird	eye	men	street
birthday	farm	milk	sun
boat	farmer	money	table
book	father	monkey	tail
box	feet	mother	top
boy	fire	nest	toys
bread	fish	nose	train
bus	floor	paper	tree
cake	flower	party	wagon
cap	garden	picture	watch
car	girl	pig	water
cat	grandmother	pony	window
chair	grandfather	puppy	wood
chicken	grass	rabbit	

4. Content Area Sight Words

Vocabulary essential to individual subject areas must be developed within the classroom before meaningful learning can take place. For example, $c=\pi r^2$ or $c=\pi d$ will be a meaningless formula for a student until he or she has learned the meanings of circumference, radius, and diameter; and the terms dense or sparse as they refer to population will be meaningless to the student attempting to interpret a map unless he first grasps the concepts these words convey.

Following is a sample list of suggested content words in several disciplines. Remember that many words have multiple meanings and are pertinent to several areas. Teachers will have to develop lists to suit their own teaching methods and contents.

FINE ARTS

Art

sketch
trace
tempera
perspective

Music

a capella
forte
improvise
interval
meter
mute
piano
sonata
symphony
tome
unison
volume

ENGLISH

adjective
adverb
body
climax
context
eliminate
genre
iambic
inference
omit
pentameter
plot
theme
tone
unison

HEALTH & PHYSICAL EDUCATION

apparatus
convulsion
fatigue
forfeit
health
hygiene
ineligible
league
maturation
penalty
resuscitate
sanitary
stamina

HOME ECONOMICS

apparel
bias
bolt
casserole
fabric
ingredient
nutrition
recipe
relish
sanitary
saute'
substitute
nutrition

INDUSTRIAL ARTS

angle
bolt
crib
crystal
hoist
industry
meter
mill
ply
shear
solder
wrench

MATH

angle
body
capacity
diameter
fraction
graph
intersection
negative
operation
perimeter
positive
scale
vertical
volume

SCIENCE

altitude
body
crystal
dense
expansion
experiment
fibrin
graph
mass
meter
physics
physical
plasma
prism
properties
scale
sphere
stamen
submarine
ventricle
volume

SOCIAL STUDIES

aerial
altitude
arid
ballot
barren
cartoon
census
constitution
content
delegate
dense
drought
eliminate
expansion
export
graph
league
migrate
propaganda
rebellion
strait
suburb
tariff

5. Survival Sight Vocabulary

The following is a list of words essential to the competency test required by the State Department of Education. The ability to use and understand these words must be stressed by all teachers.

civilized
external
flammable
fragile
incinerate
permission
refined
retract
surface
trespass

anxiety
attach
contents
generous
landmark
opinion
pedestrian
perishable
product
puncture

alerted
avoid
charitable
event

function
interstate
involved
restrict
section

cashier
dismount
impact
interview
migrate
observe
occur
shallow
stilt
variety

brood
casual
conclusion
detail
dike
highlight
reaction
reptile
similar

spectacular
accept
apply
emigrant
falsify
identity
motion
pioneer
scale
symbol
traffic

apparel
container
detergent
economical
fatal
include
multiple
simplify
toxic
until

deodorant
exit
induce
legal
medicine
signature

The optimum way to learn a new word is through the context, that is, discovering the word meaning from clues given within the context that surrounds the word. Following is a list of the various kinds of context skills which may be employed in any content area.

1. Direct Explanation. The unknown word is explained in the sentence.

   The men watching the sheep are shepherds.

   To talk aimlessly in a rambling way about the weather, the war, your new dress, the class play, is to carry on a desultory conversation.

   In Roman times a member of the nobility was called a patrician.

2. Experience. The meaning of the unknown word can be supplied by something in the student's life experience.

   You can find almost anything in that department store.

   At Thanksgiving and Christmas indigent families are fed by the Salvation Army.

   An exploding skyrocket set fire to a crowded dance hall and fourteen persons were injured.

3. Comparison and contrast. The unknown word has a meaning that is opposite to that of a known word.

   They were as different as day and night. He was pleasant but she was hostile.

   He was highly excitable but she was phlegmatic.

   Ed was talkative while Bill remained taciturn.

4. Synonym or restatement.

   The president, leader of our country, made a speech last night.

   "Give me excess of it, that surfeiting, the appetite may sicken and so die."

   The sorcerer, a wizard of great reputation for villainy, gazed scornfully at his victim.

5. Familiar expression or language experience. The student can decipher the word by drawing on his acquaintance with everyday expressions and common language patterns.

   Jim's legs got all tangled up and he fell.

   The drowning man was carried to the beach where he was given artificial respiration.

6. Summary. The unknown word summarizes the ideas that precede or follow it.

   At the age of eighty-five the king was still playing a skillful game of tennis. He seldom missed his daily swim. For a man of his age he was very robust.

   The stories invented from bits and scraps of gossip soon developed into a "whispering campaign" and an innocent student became the victim to calumny.

7. Reflection of a mood or situation. The unknown word fits a situation that has already been established.

   As she said goodnight after the prom, the boy she cared for most asked her to wear his fraternity pin. Her joy was immense.

   The lugubrious wails of the gypsies matched the dreary whistling of the wind in the deserted woods.

Burmeister, Lou E. Reading Strategies for Secondary School Teachers Reading, Mass: Addison-Wesley, 1974. p. 105.

Strategies and Activities to Improve Vocabulary Skills

The following activities and games are designed to be used after the teacher has completed basic instruction. The general format may be adopted for specific grade level and content.

1. Cloze A sentence or passage is presented in which a word is omitted.

   Students choose the word that belongs in the sentence:

   for / four — I have _____ toys — books / looks — I read _____.

   A climate that has rainfall of less than one inch per year is an _____ climate. (arid)

2. Scrambled words The teacher prints on the board a list of words in scrambled form. Alongside each, a clue may be given, such as the definition, classification, etc. Children are asked to reassemble the words. For example:

   t-h-n-e-a-d-e-r-u-n This word means "below." (underneath)

   h-c-e-r-e-c-s This word means "howl." (screech)

3. Word Search Using learned vocabulary the teacher places words on graph paper horizontally, vertically, or diagonally in consecutive squares. When words have been arranged, the remaining squares are filled in with randomly chosen letters. When duplicated, students find and circle words.

4. Modified crossword puzzle The teacher supplies the first letter and the correct number of spaces, and the children fill in with the correct word. Example:

   to hold with the hands g - - - - (grasp)

   to raise the spirits e - - - - (elate)

   largest sail of a ship m - - - - - - -(mainsail)

5. Word Checkers This is a game that can be used to reinforce word recognition. Word lists from the basal reading textbook or the Dolch Word List may be used.

The game is played by two players and is played like the regular game of checkers. Use a regular checkerboard and cover the black squares with masking tape. Write the words that need to be reinforced on the squares of masking tape.

Example

Each player covers the first three rows of squares with words with checkers (one uses red, one uses black). The game is played with the same rules as checkers but the player must say the word out loud before he moves to that square.

6. Bingo A standard bingo sheet of 25 squares should be distributed to each student.

The teacher can put the list of vocabulary words on the chalkboard or overhead so that the students can copy the words in random order on their own sheets.

The teacher calls out definitions and the student marks the correct word in some manner.

Many teachers continue to call out definitions after the first student Bingo's so that there can be a second and third place winner as well.

Activity can be varied by the teacher putting vocabulary words on the board and calling out the words for word recognition.

7. Concentration A concentration game board of 4 squares by 5 squares and concentration game cards of 20 (10 matches) cards is needed. Develop game cards by establishing matches of synonyms, antonyms, or homonyms. Two persons may play. Playing directions are as follows:

All 20 cards are placed face down on a concentration board. Players take turns uncovering 2 cards at a time. If the cards are a match (example: homonyms tail-tale) the player keeps the cards. If the cards are not a match they are turned face down again, in the same position on the board. The players try to remember the position of cards on the board. The player with the most cards at the end of the game wins.

8. Definition Bees. As the name denotes, this game is played like a spelling bee.

Two groups are assembled, one on each side of the room. The teacher gives a word to the first member of team 1. If he can correctly define the word and/or put it in a sentence, that team receives one point. If he cannot define the word, the word is given to the first member of team 2. The words are given alternately to team 1 and team 2.

9. Content Area Password. This game is played somewhat like the one previously described.

Words are printed on cards and placed in a "word bank." One member from each team looks at the same card. Team 1 member gives a clue (not a sentence) for the word and the first team mate has the chance to respond with the correct word. If the right response is not given, then a team 2 member gives a clue and his team has a chance to respond with the correct word. It is important to cut off clues after the third clue is given and that word should be returned to the word bank to be used at a later time. Score as in regular password or establish rules appropriate for the group.

10. Words in Content. In this exercise, students indicate the subject area in which the word is used by placing the appropriate number in the space provided.

1. English 2. mathematics 3. social studies 4 science

_____1. The professor enjoyed his experiment dealing with the reactions of city and rural dwellers to political positions of candidates.

____ 2. The professor enjoyed his experiment dealing with the chemical reactions of certain acids when mixed with H_2O.

____ 3. Expansion of territory was the motive of aggressive nations during the eighteenth century.

____ 4. Expansion of numbers is carefully explained in the chapter dealing with "expanded notation."

____ 5. As he composed the letter he made certain that the body contained no errors.

____ 6. The composition of the body was carefully studied in the laboratory.

____ 7. Knowledge of the Dewey Decimal System is critical to finding good reading material.

____ 8. The decimal system must be understood before one can become a proficient shopper.

11. Context Clues. Write on the board the words in the example. Or prepare a list of words beyond the vocabulary level of your group.

Example: Pleach Phantasm Plexor Miscreant Malevolent

Arable Ambiguous Dulcet Exigent

Say to the class--"Look at the words on the board. Listen while I pronounce each word. Does anyone know the meaning of any of these words?" (Encourage class discussion. If children know, or think they know, the meaning of any of these words, write their definitions by the appropriate words.)

Then say--"I will read a sentence containing each of these words. After I finish reading each sentence, raise your hand if you think you know what the word means by the way it is used in the sentence."

1. The shipwrecked men built a shelter of branches pleached with broad leaves to keep out the sun and rain. (Children should be able to decide that pleach probably means something like "fasten" or "cover". Its actual definition is "interweave or intertwine".)

2. When the doctor tapped my knee with the plexor, my foot jerked up. (A plexor is a doctor's rubber hammer.)

3. Irrigation changed the valley from unusable desert to arable farmland. (Arable land is capable of being plowed and cultivated.)

4. The dulcet tones of the violin relaxed and soothed the audience. (Children should be able to surmise that dulcet is a complimentary adjective, meaning "agreeable to the ear; pleasing; soothing.")

5. Since you are going over to Tom's house, would you please convey a message to his mother? (Convey means to carry or transport from one place to another)

6. In his nightmare, Jack saw ghosts, witches, and other hideous phantasms. (A phantasm obviously is a ghost or another such product of the imagination.)

7. The man beat his children, stole from beggers, kicked dogs, and did other such miscreant deeds. (Miscreant obviously is not a complimentary adjective. It means depraved, vile or villanous.)

8. Your answer is so ambiguous I don't know if you mean you will go or you won't. (Ambiguous means vague and indefinite, open to various interpretations.)

11. Cont'd

9. The witch cast a malevolent spell upon the prince, forcing him to wander forever penniless and alone. (Malevolent means evil, or showing ill-will.)

10. The situation became exigent when a tornato struck the already flooded town. (Exigent means urgent or pressing, requiring immediate attention.)

Use this exercise as a basis for class discussion. Help children realize that many times clues to the meaning of unfamiliar words are given in the same sentence or in the same paragraph as the unfamiliar word.

Ask them to bring in samples they find in their individual reading. For example, in a newspaper headline, "Man Goes Berserk. Shoots 12", it's quite obvious what berserk means.

Point out examples as they occur in classroom reading, in which word meanings are given in parentheticals, or in closely adjoining phrases.

In short, help children become aware of and alert to context clues as a method of word understanding.

12. Word Meanings This is an exercise designed to help students understand the relationships and differences of word meanings as used in science and in everyday conversation. Such an exercise is also helpful in helping students cope with the different shades of meaning often found in our language.

Have the student decide if a scientist or lay person would make each of the following statements arranged in pairs. Also, after each pair, ask the student to decide if the underlined words were used differently or the same. Class discussions of each pair would make an excellent follow-up of this guide.

1. The judge may release the prisoner._____

   Respiration involves a release of energy._____

   _____ same _____ different

2. Mother had to exchange her gift because it was too small._____

   The exchange of gases may take place over the entire surface of most small organisms._____

   _____ same _____ different

3. Waste gases are frequently given off._____

My uncle often gases up at that filling station._____

_____ same _____ different

4. We left after the conclusion of the program._____

We were told to draw a conclusion after the experiment._____

_____ same _____ different

5. Discuss the assumptions you made in drawing your conclusions.

_____

The police acted on the assumption that there has been foul play._____

_____ same _____ different

6. A better method needed to measure the change in content. _____

The students were content to relax and read._____

_____ same _____ different

7. We were trying to find a solution to the problem._____

The sugar dissolved in the solution. _____

_____ same _____ different

8. We were required to list the sources of our material._____

Let us look for the sources of the waste gases._____

_____ same _____ different

9. Is there more than one element in this compound?_____

The surgeon suspected a compound facture._____

_____ same _____ different

10. It is interesting to study about old sailing vessels._____

Nicotine may contract the blood vessels._____

_____ same _____ different

11. The nurse prepared the formula for the baby._____

The chemical formula did not change._____

_____ same _____ different

12. The mouse was kept in an animal chamber._____

Visitors were not allowed to visit the president's chamber._____

_____ same _____ different

WORD ATTACK SKILLS

Word attack skills are those sounding and word analysis skills which one uses to decode and unlock unfamiliar printed words. Three general types of word attack skills are consonant sounding, vowel sounding, and structural analysis.

Skill in word attack is mainly taught in the elementary grades. At an advanced level the student expands his phonetic and structural analysis skills to unlock the meaning and pronunciation of new words he encounters in various subjects. Students often know words by sound, but cannot recognize them in print. Knowledge of primary syllabication rules gives the student a key to recognition of that word.

Content area teachers who observe a student deficient in these skills can refer to the following general rules for assistance:

Phonics Generalizations

1. The beginning sound of each word in the following expression serves as a guide for short vowel sounds: An egg is often ugly.
2. When two vowels come together in a word or syllable, one of the vowels is usually pronounced with its long sound, and the other is silent. afrāid, breāk (Exceptions: ow, ou, oi, oy, aw, au, ew, ea)
3. When there are two vowels in a word or syllable, the second of which is final e, the first is usually long and the final e is silent. thēse, līke
4. When there is one vowel within a syllable or word, it is usually short. w̆ith-in̆, h̆am

5. When there is one vowel within a syllable or word, and it comes at the end of the syllable or word, it is usually long. dē-nȳ, rō-tate

   (Most frequent exception: y as in beauty).

6. If there is a single vowel in a word or syllable followed by r, the sound of the vowel is usually affected by the sound of r. word, stir, far

7. When e is followed by w, the vowel sound in the syllable is the same as that represented by oo or ū. few, renew

8. ow may stand for the long ō sound or for a combined sound as in cow. blow, allow

9. ou may stand for the long o sound or for a combined sound as in about. though, stout

10. oy and oi may be pronounced alike. toil, toy

11. When y is the final letter in a word, it stands for a short or long sound or it may be silent. why, heavy, may

12. When the only vowel in a word or syllable is a followed by l, w, or u the a usually has neither its long nor short sound, fall, raw, caught

13. A single i followed by gh or ght is usually long. fight, sigh

14. When ght is in a word, gh is silent. thought

15. When a word begins with kn, gn, or ph, the k, g, and p are silent. knee, gnaw, pneumatic

16. In words beginning with wr, the w is usually silent. write, wring

17. In words ending with ten, the t is often silent. often, listen

18. In words ending with mb, the b is usually silent. dumb, lamb
19. When a double consonant appears in a word, one of the consonants is silent. summer
20. When a word ends in ck, the two letters stand for the same sound as the k, luck, stick
21. c followed by e, i, or y stands for the soft sound. cent, cigar
22. g followed by e, i, or y usually stands for the soft sound. gentle, gin, gypsy
    g followed by a, o, or u usually stands for the hard sound. gave, go, gum
23. Single o followed by ld or lt usually stands for the long sound. cold, colt
24. Single i followed by ld or nd usually stands for the long sound. mild, mind

Structural Analysis Generalizations

The skill of adding inflectional endings and recognizing familiar words in derived forms is based on a thorough understanding of these elements:

1. When a consonant ending is added to a root word, no change occurs in the root word. commitment, actually
2. Many inflectional variants are formed by adding vowel endings with no change in the root word. walking, matches, called, going

3. If the root word ends in the final e, the e is dropped when an ending that begins with a vowel is added.
   taking, baked (the e is dropped; -ed is added) dining
   (Exception to this rule: The e is retained on root words which end in ce and ge if the ending which is added begins with an a or an o. courageous, traceable)
4. If a monosyllable or root word ends in a single consonant preceded by a vowel (tip), the consonant may be doubled when an ending is added: tipped, swimming, fanned
5. At the middle-grade level, the pupil will learn that the above rule applies only if the root word is accented on the last syllable. preferr'ed, pref'erence, ben'efited
6. If the root word ends in f, the f is usually changed to a v before adding an ending. calves, knives, halves, wives
7. If the root word ends in y preceded by a consonant (cry, deny) the y is usually changed to an i before adding an ending. cried, cries; denied, denies (Note that this does not apply when adding -ing since this would cause an awkward combination of two i's. crying, denying)
8. If the finaly y is preceded by a vowel (buy, monkey, freeway), the ending is added with no change in the root word. guys, monkeys, played, freeways.

Syllabication Generalizations

1. Every syllable contains a sounded vowel.
2. Sometimes a vowel forms a syllable by itself. vi-o-let
3. When a single consonant appears between two vowels, the consonant is usually joined to the second vowel. be-gin

4. When two consonants appear between two vowels, the syllable division is usually made between the consonants. num-ber

5. When a double consonant (ll, pp, etc.) appears between two vowels, the second consonant is usually silent. happy-happ-y

6. When a word ends in le preceded by a consonant, the consonant is included in the last syllable. ta-ble

7. In words that end in tion and sion the accent usually comes on the next to the last syllable. attention, rejection, con-centration

8. The suffix ed, when preceded by a d or t, forms a separate syllable. want-ed, band-ed

9. When a syllable ends in a vowel (open), the vowel is usually long. be-gin

   When a syllable ends in a consonant (closed), vowel is usually short. af-ter.

* from the Kaleidoscope Readers, Revised Ed.
  Addison-Wesley Publishing Company, Menlo, Mark, CA. 1978

The Clymer list of Forty-Five Phonic Generalizations is included for the teacher's specific knowledge in establishing teaching priorities. It is not intended to be used as a teaching device:

The Utility of Forty-Five Phonic Generalizations**

	Generalization	No. of Words Conforming	No. of Exceptions	Percent of Utility
1.	When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent.	309 (bread)+	377 (chief)+	45
2.	When a vowel is in the middle of a one-syllable word, the vowel is short.	408	249	62
	Middle letter	191 (dress)	84 (scold)	69
	One of the middle two letters in a word of four letters	191 (rest)	135 (told)	59
	One vowel within a word of more than four letters	26 (splash)	30 (fight)	46
3.	If the only vowel letter is at the end of a word, the letter usually stands for a long sound.	23 (he)	8 (to)	74
4.	When there are two vowels, one of which is final e, the first vowel is long and the e is silent.	180 (bone)	108 (done)	74
*5.	The r gives the preceding vowel a sound that is neither long nor short.	484 (horn)	134 (wire)	78
6.	The first vowel is usually long and the second silent in the digraphs ai, ae, oa, and ui.			
	ai	43 (rail)	24 (said)	64
	ea	101 (bead)	51 (head)	66
	oa	34 (boat)	1 (cupboard)	97
	ui	1 (suit)	16 (build)	6
7.	In the phonogram ie, the i is silent and the e has a long sound.	8 (field)	39 (friend)	17
*8.	Words having double e usually have the long e sound.	85 (seem)	2 (been)	98
9.	When words end with silent e, the preceding a or i is long	164 (cake)	108 (have)	60
*10.	In ay the y is silent and gives a its long sound	36 (play)	10 (always)	78
11.	When the letter i is followed by the letters gh, the i usually stands for its long sound and the gh is silent.	22 (high)	9 (neighbor)	71
12.	When a follows w in a word, it usually has the sound a as in was.	15 (watch)	32 (swam)	32
13.	When e is followed by w, the vowel sound is the same as represented by oo.	9 (blew)	17 (sew)	35
14.	The two letters ow make the long o sound.	50 (own)	35 (down)	59

+Words in parentheses are examples - either of words which conform of exceptions, depending on the column.

*Generalizations marked with an asterisk were found "useful" according to the criteria.

	Generalizations	No. of Words Conforming	No. of Exceptions	Percent of Utility
15.	W is sometimes a vowel and follows this vowel digraph rule.	59 (crow)	75 (threw)	40
*16.	When y is the final letter in a word it usually has a vowel sound.	169 (dry)	32 (tray)	84
17.	When y is used as a vowel in words, it sometimes has the sound of long i.	29 (fly)	170 (funny)	15
18.	The letter a has the same sound (o) when followed by l, y, and u.	61 (all)	65 (canal)	48
19.	When a is followed by r and final e, we expect to hear the sound heard in care.	9 (dare)	1 (are)	90
*20.	When c and h are next to each other, they make only one sound.	103 (peach)	0	100
*21.	Ch is usually pronounced as it is in kitchen, catch, and chair, not like sh.	99 (catch)	5 (machine)	95
*22.	When c is followed by e or i, the sound of s is likely to be heard.	66 (cent)	3 (ocean)	96
*23.	When the letter c is followed by o or a the sound of k is likely to be heard.	143 (camp)	0	100
24.	The letter g often has a sound similar to that of j in jump when it precedes the letter i or e.	49 (engine)	28 (give)	64
*25.	When ght is seen in a word, gh is silent.	330 (fight)	0	100
26.	When a word begins kn, the k is silent.	10 (knife)	0	100
27.	When a word begins with wr, the w is silent.	8 (write)	0	100
*28.	When a word ends in ck, it has the same last sound as in look.	46 (brick)	0	100
*29.	When two of the same consonants are side by side, only one is heard.	334 (carry)	3 (suggest)	99
*30.	In most two-syllable words, the first syllable is accented.	828 (famous)	143 (polite)	85
*31.	If a, in, re, ex, de, or be is the first syllable in a word, it is usually unaccented.	86 (below)	13 (insect)	87
*32.	In most two-syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented.	101 (baby)	4 (supply)	96

*Generalizations marked with an asterisk were found "useful" according to the criteria.

**Reprinted from Clymer, Theodore: "The Utility of Phonic Generalizations in the Primary Grades," Reading Teacher, Vol. 16, No. 4, January, 1963.

	Generalizations	No. of Words Conforming	No. of Exceptions	Percent of Utility
33.	One vowel letter in an accented syllable has its short sound.	547 (city)	356 (lady)	61
34.	When y or ey is seen in the last syllable that is not accented, the long sound of e is heard.	0	157 (baby)	0
35.	When ture is the final syllable in a word, it is unaccented.	4 (picture)	0	100
36.	When tion is the final syllable in a word, it is unaccented	5 (station)	0	100
37.	In many two-and three-syllable words, the final e lengthens the vowel in the last syllable.	52 (invite)	62 (gasoline)	46
38.	If the first vowel sound in a word is followed b y two consonants, the first syllable usually ends with the first of the two consonants.	404 (bullet)	159 (singer)	72
39.	If the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.	190 (over)	237 (oven)	44
*40.	If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable. (C plus le)	62 (tumble	2 (buckle)	97
*41.	When the first vowel element in a word is followed by th, ch, or sh, these elements are not broken when the word is divided into syllables and may go with either the first or second syllable.	30 (dishes)	0	100
42.	In a word of more than one syllable, the letter v usually goes with the preceding vowel to form a syllable.	53 (cover)	20 (clover)	73
43.	When a word has only one vowel letter, the vowell sound is likely to be short.	433 (hid)	322 (kind)	57
44.	When there is one e in a word that ends in a consonant, the e usually has a short sound.	85 (leg)	27 (blew)	76
45.	When the last syllable is the sound r it is unaccented.	188 (butter)	9 (appear)	95

*Generalizations marked with an asterisk were found "useful" according to the criteria.

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The following lists have been developed for the teacher's convenience in establishing teaching strategies.

CONSONANTS

Single Consonants

(Initial)	(Final)
b...boat	s...keys
c...car	x...box
c...cell (followed by e)	
c...city (followed by i)	
c...cycle (followed by y)	
d...dog	
f...fish	
g...goat	
g...gem (followed by e)	
g...gin (followed by i)	
g...gym (followed by y)	
h...horse	
j...jacks	
k...kite	
l...lion	
m...man	
n...nail	
p...pig	
q...quarter	
r...red	
s...sun	
s...sugar	
t...top	
v...vase	
w...watch	
x...x-ray	
x...xylophone	
y...yo-yo	

Silent Consonants

k...knife
g...gnat
p...pneumonia
p...psychology
b...comb
w...wrap
t...often
gh..light

Consonant Blends

(Initial)	(Final)
bl...block	ld...old
br...broom	lt...felt
cl...clock	mp...lamp
cr...crab	nd...end
dr...drum	nt...went
fl...flag	st...west
fr...frog	sk...risk
gl...glass	lf...self
gr...grass	
pl...plate	
pr...prune	
sk...skin	
sm...smile	
sn...snake	
sp...spool	
sq...squirrel	
st...star	
sw...swing	
str..string	
tr...train	
thr..three	
tw...twelve	

Consonant Digraphs

(Initial)	(Final)
ch...check	ch...much
ch...chef	tch..match
ch...chemist	ck...neck
ph...phone	ll...tell
sh...ship	sh...fish
th...think	th...with
th...that	ng...king
wh...who	nk...tank
wh...what	que..clique
qu...quit	

Inflectional Endings

ed...jumped (sounds like t)
ed...landed (sounds like ed)
ed...planned (sounds like d)

VOWELS

Vowels - Short when:

Initial	or	Medial
at	a	ham
end	e	hem
in	i	him
odd	o	pod
up	u	cup

Vowels - Long when:

At end of word or syllable	Vowel-Consonant Final e
a	wade
e	mete
I	pine
go	hope
flu	cube
my	Hyde

o..followed by ld....old
i..followed by ld....wild
followed by nd....kind
followed by gh....high

Long Vowel Combinations

(first one names self, second is silent)

ai...chain
ea...beads
oe...hoe
ue...blue
ie...tie
oa...road
ow...snow
ay ..day
ee...fee
ei...either
ou...soul
ui...suit

Vowel Digraphs

au....haul
aw....law
ea....head
ou....bought
oo....soon
oo....look
ei....eight
ey....they
ai....captain
ea....great
eu....eulogy
ew....new
ey....money
ie....chief
ou....you
ou....famous

Vowel - (controlled by r)

er....her
ir....sir
ur....fur
or....for
or....work
ar....car
ar....dollar
yr....Byrd

Vowel - a (controlled by l and ll)

a....walk
a....wall

Diphthongs

down.....ow...cow
found....ou...out
boy......oy...toy
oil......oi...coin

Syllabication

Every syllable contains one and only one vowel sound. Common patterns for syllables are:

vc/cv	v/cv	vc/v	
ham/mer	mu/sic	wag/on	ri/fle
sil/ver	pa/per	cam/el	un/cle

ROOT WORDS, PREFIXES, and SUFFIXES

The word parts listed here are essential clues for developing vocabulary in all content areas. Teachers may consult other sources for high-frequency word parts in their particular content area.

Prefixes

In teaching, it is sometimes helpful to group prefixes by meaning, for example, all prefixes essentially meaning not, or number prefixes such as uni, semi, mono.

Prefix	Meaning	Derivative
*ab	from	absent
*ad, ap, at	to	admire, approve, attend
ante	before	antedated
anti	against, opposite	antislavery
*be	by	beside
*con, com, col	with	consequence, compromise, collateral
*de	from	deface
di, bi	two	bifocal, dissect
*dis	apart, not	discomfort
*en, em	in	enact, embittered
epi	upon	epilogue
*ex	out	export
*in, im	into	income, impulse
*in, im, non, un	not	inattentive, impossible, nonessential
ir, ill	not	unable, irregular, illegal
mis	wrong	misshape
mono	alone, one	monograph
*ob, of, op	against, away from	object, offend, oppose
*pre, pro	before, in front of	preview, propose
*post	behind	posttest
*re	back, again	reproduction
*super	over, above	supervision
tele	at a distance	telephone, telegraph
*trans	across	transcontinental
*un	not	uncomplicated
uni	one	uniform

*These prefixes account for 82% of all the words in which prefixes appear.

Suffixes

Suffix	Meaning	Derivatives
al	pertaining to	formal, musical
ble, able ible	capable of	adaptable, forcible
ence, ance	state of	repentance, persistence
er, or, ist	performer of	performer, exhibitor, dentist
ian	performer of	physician
et, ette, cule, ule, le, icle, ing, let	making smaller	kitchenette, miniscule molecule, cubicle, piglet
ful	full of	fanciful, careful, wonderful
ic	pertaining to	terrific, cosmic
ish	like, somewhat	childish
ish	belonging to	childish
itis	imflammation of	sinusitis, arthritis
less	without	joyless
ly, y	in the manner	truly, windy
man	one who	policeman, chairman
ment	result of, act of	judgement, management
our, ious, eous	like, full of	joyous, laborious, nauseous
ry, ty, ity	condition of	finery, safety, purity
tion, sion	act of	temptation, decision

Root Words

Root	Meaning	Derivatives
circ	ring	circular
civ	citizen	civic
dict	say	verdict
duc	lead	aquaduct
equ	equal, fair	equator
fac, fact, fic	to make or do	factory, fact, fiction
fer	bring, bear	fertile
grat	please, thank	grateful
gram	letter	diagram
graph	write	paragraph
hos(p)	host	hospital
journ	daily	journal
man	hand	manacle
meter	measure	drameter
mis, mit	to send	submit, admission
mort	death	mortician
mov, mot	to move	movement, motion
par	to get ready	prepare
port	to carry	transport
pos, pon	to place, put	post, opponent
sta, stat	to stand	static, station
spec, spic	to look, see	inspection, conspicuous
tend, tens	to stretch	tendon, tension
ven, vent	to come	convention, event

Strategies and Activities to Improve Word Attack Skills

The following activities and games are to be used after the teacher has completed basic instruction. The general format may be adopted for specific grade level and content.

1. Consonant practice--To provide practice in recognizing and using consonants, the teacher may have the students do the following:

   a. List six class members whose names begin with single consonants

   b. List the names of six automobiles that start with single consonants

   c. List the names of six foods that begin with single consonants.

2. Category practice-- Students are asked to spell their first names, spacing letters two inches apart across the top of the page. Along the side categories such as food or games are listed. Students are asked to list as many as possible in each category, beginning with the letters of their names.

	T	O	M
FOODS	turnips turkey	oatmeal okra	mushroom macaroni
GAMES	tag		Monopoly

3. Object consonants-- A ditto master is prepared listing single consonants down the left-hand side. Students are asked to list as many objects as they see in the room, beginning with each of those letters. The teacher should allow 10 minutes and should be available for help with spelling.

4. Consonant concentration--Specific directions for this game are as follows:

   Make a "concentration game" using twenty 3" x 5" cards. Divide cards into groups of two. On each two cards, deal with one blend. On the first card, print a word beginning with that blend; on the second card, print another word using the same blend.

black- blow

brown- cream

e.g. crane- cream

drink- dry

clown- climate

Place cards face down on a hard surface. Two to four students play; each taking a turn exposing two cards at a time. If they begin with the same blend, the student picks them up, reads them, and gets a point. If they don't match, he replaces them face down in the same positions. The object of the game is to match as many cards as possible, therefore remembering or concentrating on the place where you see the card is important. Students take turns until there are no cards left in the middle; the student with the most cards wins.

5. Syllables. Pupils who need help in structural analysis may be given a list of words which they arrange in columns according to the number of syllables in the words. For example: gem, freight, body, eaten, Bible, cruise, through, chasm, duel, beauty, diamond, sympathetic, ought, alone, ago.

1	2	3	4
gem	eaten	diamond	sympathetic

6. Homonyms. Sometimes at upper grade levels it is profitable to study homonyms (also called homophones), or pairs of words nearly alike. The teacher presents a list of words that are frequently confused. Pupils are to look up meanings and use the words in sentences. Give such words as these:

aloud, allowed; bare, bear; cell, sell;
except, accept; lose, loose; peace, piece;

there, their; sun, son; rein, rain;
break, brake; to, two, too; quiet, quite;

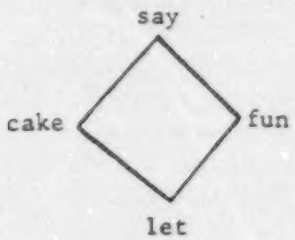
Notice that except and accept, and quiet and quite, are not really pronounced alike.

7. Antonyms. This is a game of finding opposites. Antonyms are written on the board in any order, as:

cold	soft	light	slow	new	old	hot
dry	poor	wet	dark	high	young	rough
old	rich	smooth	hard	low	fast	

Two pupils are provided with pointers. The teacher calls any word from the list. The pupils with the pointers find the antonym and pronounce it. The one who takes the least time to find the correct word is the winner.

8. Rhyming. Students are shown a baseball diamond such as the one shown here. To make a home run, the student must say a word that rhymes with a word on each base.



9. Structural analysis chart. A reading chart can be used to summarize structural analysis.

Word	Prefix	Suffix	Meaning
unable	un		not
redo	re		again
darkness		ness	condition of
penniless		less	without

10. Grid design for word part reinforcement. Present a grid, like the one on next page, containing key prefixes and roots in vertical and horizontal format. The student is to combine them to form words (marked "x" in the grid.) The idea is to discover the transferability of key word parts.

10. Grid design for word part reinforcement (continued)

	A duc(t) (lead)	B tract (draw)	C dic(t) (say)	D cycle (wheel)	E pel (push)	F ped(e) (foot)
1. mono				X		X
2. bi				X		X
3. tri				X		X
4. ab(s)	X	X				
5. pro	X	X			X	
6. uni				X		X
7. ex		X			X	
8. contra			X			

ANSWERS

1d, monocycle	3d, tricycle	5a, product	6f, unipod
1f, monopode	3f, tripod	5b, protract	7b, extract
2d, bicycle	4a, abduct	5e, propel	7e, expel
2f, bipod	4b, abstract	6d, unicycle	8c, contradict

11. Dividing Words. A suggested activitiy for reinforcing syllabication knowledge is from Be a Better Reader by Nila Banton Smith, Level E. pp. 76. You can adapt your own list to the suggested activity.

You are beginning to read material in your grade in which there are many long words – words of three, four, or five syllables. These long words are the ones that students most often have trouble in pronouncing. You have reviewed the sounds of letters and letter combinations. Now you will review some quick ways to break a word into syllables. Then you should be able to pronounce any word, long or short, that you meet.

What is a syllable? You have already learned that a syllable is a word or a part of a word in which there is a *sounded* vowel. Silent vowels don't count when dividing words into syllables.

You know how to tell when a vowel is silent; when two vowels come together in a word, one of them is usually silent; also, when a single vowel is followed by a final *e*, the final *e* is usually silent. With these two thoughts in mind decide how many *sounded* vowels are in each word. This will tell you the number of syllables. Finding syllables is the first thing to do when learning to pronounce long words.

On your paper, make five columns numbered from 1 to 5. Sort each of the words below and copy it onto your paper under the column that tells how many syllables are heard in each word. The following will show you how to place the words:

1	2	3	4	5
		arrangement		imagination

When you copy the numbered words below be sure to copy the letter in front of each word along with the word so you can find the hidden message.

1. I. danger
2. W. main
3. H. twins
4. N. total
5. D. divide
6. E. branch
7. O. explain
8. T. vitamin
9. R. important
10. E. historical
11. G. imaginary
12. S. continental
13. Y. consonant
14. N. space
15. U. control
16. G. telephone
17. B. complete
18. S independence
19. T. children
20. U. newspaper
21. I. carbohydrate
22. N, information

12. Root words and meanings. Directions such as the following are given to the students for their worksheet. The words in the left column are root words. The words in the right column are the meanings of the root words. Match the correct meaning to each root word by writing the letter found beside the meaning on the line to the left of the root word.

Root words	Meanings
____ 1. graph	a. sound
____ 2. phon	b. sleep
____ 3. hydr	c. say
____ 4. therm	d. heat
____ 5. meter	e. walk
____ 6. dic	f. throw
____ 7. ambul	g. water
____ 8. dorm	h. hear
____ 9. audi	i. measure
____10. ject	j. writing

COMPREHENSION

Comprehension is the ability to perceive relationships among a series of words, sentences, or paragraphs. The term itself encompasses many factors which lead to an understanding of that which is read. For purposes of this guide one may think of comprehension on three levels--literal, interpretive, and critical.

"I deposited my money in the bank." "I sat on the bank of a river." "I banked the airplane."

The example above shows how context illuminates meaning and enables the reader to select among several meanings of bank. But comprehension doesn't stop at that. Identifying the literal meaning of a sentence or a passage is one thing; interpreting the message or deciding what the author meant is often another.

At the literal level of comprehension, one distinguishes main ideas, recognizes topic sentences, selects specific and relevant facts and discerns sequence. At the interpretive level, one formulates opinion, determines the author's purpose, notices causes and effect which may not have been directly stated, makes inferences, and draws conclusions. For instance, students can infer from the story of Captain John Smith and Pocahontos that the Indian princess was sympathetic to Smith even though it may not have been directly stated in the story.

If the literal level of comprehension can be thought of as reading the lines and the interpretive level as reading between the lines, the critical level can be thought of as reading beyond the lines. At the critical level of comprehension, one takes what the author said, what he meant by what he said, and applies that knowledge to a higher level of reasoning. In other words, that knowledge overflows to other areas of

creativity. Comprehension often becomes difficult to sustain as sentence structures grow longer, more complicated in syntax, and more heavily qualified.

The art of questioning remains the key to extended and enlightened comprehension in the classroom. Students should be taught at the onset that there often exists a range of acceptable answers; but in any range, one preferred answer usually exists. Arriving at the best possible answer is what refines the power of critical thinking. Appendix R has been included to demonstrate some of the elements in the art of questioning. The following lines of classroom questions should be utilized at appropriate times by the content area teacher:

1. Memory- recognizing or recalling information as given in the passage. There are four kinds of ideas on the memory level of thinking:

   (a) facts-
   Who did _____?
   When did _____?
   How many _____?
   What are _____?

   (b) definitions of terms used, and perhaps explained, in the text-
   What is meant by _____?
   What does _____ mean ?
   What meaning did you understand for _____?
   Explain what we mean by _____.

   (c) generalizations-recognizing common characteristic of a group of ideas or things
   What events led to _____?
   In what three ways do _____ resemble _____?
   How did _____ and _____effect(cause) _____?

   (d) values-a judgment of quality
   What is said about _____?
   Do you agree?
   What kind of a boy was _____?
   What did _____ do that you wouldn't?

2. Translations-expressing ideas in different form or language

Tell me in your own words how _____?
What kind of a drawing could you make to illustrate_____?
How could we restate _____?
Could we make up a play to tell this story?
How?
What does the writer mean by the phrase _____?
Write a story pretending you are _____?

3. Interpretation-trying to see relationships among facts, generalizations, values, etc. There are several types of interpretation.

(a) Comparative-are ideas the same, different, related or opposed

How is _____ like _____?
Is _____ the same as _____?
Why not?
Which three _____ are most alike in _____?
Compare _____ with _____ in _____?
How does _____ today resemble _____in _____?

(b) Implications-arriving at an idea which depends upon evidence in the reading passage

What will _____ and _____ lead to?
What justification for _____does the author give?
If _____ continues to _____, what is likely to happen?
What would happen if _____?

(c) Inductive thinking-applying a generalization to a group of observed facts

What facts in the story tend to support the idea that _____?
What is the author trying to tell you by _____?
What does the behavior of _____ tell you about him?
What events led to _____?
Why?

(d) Quantitative-using a number of facts to reach a conclusion

How much has _____ increased?
What conclusions can you draw from the table (graph) on page _____?
How many causes of _____ can you list?

(e) Cause and effect-recognizing the events leading to a happening

Why did the boy _____?
How did the boy make _____ happen?
What two things led up to _____?
When the girl _____, what had to happen?
Why did _____ happen?

4. Application-solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking

   How can we show that we need a traffic policeman at the crossing at the south end of our school?

   If we want to raise hamsters in our classroom, what sort of plans will we have to make?

   John has been ill for several days. What could we do to help him during his illness? To show him we think of him?

5. Analysis-recognizing and applying rules of logic to solution of a problem; analyzing an example of reasoning

   Discuss the statement, "All teachers are kind and friendly."

   Some people think that boys can run faster than girls. What do you think?

   John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis-using original, creative thinking to solve a problem

   What other titles could you think of for this story?

   What other ending can you think of for this story?

   If John had not _____, what might have happened?

   Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation-making judgments based on clearly defined standards

   Did you enjoy the story of _____? For what reasons?

   What do you think of _____ in this story?
   Do you approve of his actions?

   In the textbook, the author tells us that _____ felt _____.
   Is this a fact or the author's opinion? How do you know?

   This story has a very happy ending. Should all stories end happily? Why not?

   The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?

   Write a short story about your favorite person in history. Tell why this person is your favorite.

Signal Words

Teaching the concept of "signal words" as an organizational pattern to the author's meaning will greatly enhance the student's understanding in reading.

Commonly recognized signal words can be assigned to classification, sequence, cause and effect relationships, and comparison. Examples of words used to signal organizational patterns have been listed below.

Classification

some
for example
one another, still another
many
moreover
furthermore
in addition
besides
a group
that is
in other words
also
two
numerous

Sequence

first, second, third
first, next, then, finally
subsequently
first, later, still later, last
in 1975, in 1980, in 1985
yesterday, today, tomorrow
a recipe
directions
the history of
before and afterward
formerly
meanwhile
now
presently
previously
ultimately

Cause and Effect

then
since
consequently
hence
the outcome
the reason
accordingly
due to
the effect of
on account of
thus
therefore
as a result of
why
because

Comparison - Contrast

yet
though
still
on the contrary
nevertheless
despite
conversely
both
compare
by contrast
however
on one hand, on the other hand
but
alike
similar
different

Strategies and Activities to Improve Comprehensive Skills

1. Classification A

Teachers may devise a method (chart, picture, folder with pockets, etc) to designate categories of who, what, when. A list such as the following may be supplied and the students place the words in the appropriate category:

Wichita	Kansas
food market	city
school	farm
(the teacher's name)	walk
neighbor	laugh
sister	cry
friend	downtown
evening	country
morning	teacher
run	laugh
smile	sing
zoo	day
student	night
night	jump
play	lake
park	Joyland
circus	Century II
afternoon	movie
(child in the class)	football player

2. Classification B (applicable to any grade)

A list of four or more categories is presented to the students. Words can be separated into groups according to their common element. Younger students may enjoy placing the words on picture objects such as worms to apples, grapes to leaves, etc. Older students can list words in appropriate columns. Write riddle on the board or ditto master, omitting the words which tell the answers. Ask children to illustrate their answers. Example:

I am orange.	I ride in	I am black.	I am white
I have a face.	the sky.	I have four	I say, "Boo!"
I make good pie.	I have a	feet.	I scare
I am a	tall hat.	I say, "Meow."	people.
	I am a	I am a	I am a
_____.	_____.	_____.	_____.

3. Who - What - When

The teacher writes sentences on the board and explains to the children that the sentences answer the questions, "Who? What? When?" The children are to copy the number of each sentence and after the number write the answer to the question. These sentences can be taken directly from a reader. Examples:

1. All morning Susan and Peter stood at the window. Then one day Mother Robin laid a blue egg in the nest.

2. One day when winter was on its way, Lem was standing at his door, looking out.

3. Every day the frisky squirrels could be seen running up and down the trees.

	Who?	When?	What?
1.	Susan and Peter Mother Robin	all morning one day	stood at the window laid a blue egg
2.	Lem	one day when winter was on its way	was standing at his door
3.	the frisky squirrel	every day	could be seen running up and down the trees

4. Jumbled Sentences

On a permanent card, give the following directions and sentences. Rearrange and rewrite the sentences below. After the sentence indicate whether the sentence is true or false:

1. For gasoline use fuel autos. (True)

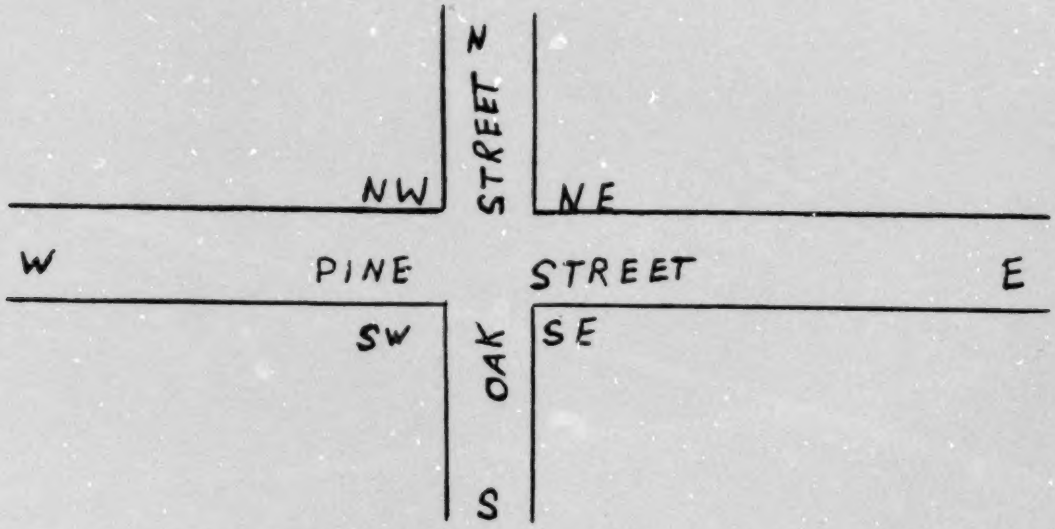
2. Trees on grow oak apples. (False)

3. Mantis the insect as is. (True)

5. Map Reading

On a ditto master draw a map similar to that shown below. Under it, list the directions, adapting the vocabulary to the grade level. Example:

5. Map Reading (continued)



Directions:

1. There is a store on the SE corner of Pine Street. Write the word store on this corner.
2. There is a school on Oak Street. It is located near the NW corner. Draw a circle to represent the school, and write the word school under the circle.
3. A theater is across the street from the school. Draw two small squares to represent the theater.
4. Jack lives on Pine Street close to the SW corner. Draw this symbol ( ) to represent his house.
5. Jack goes to the store for h. mother. Draw a broken line (- - - - -) to show the way he goes from his house to the store.

6. Story Reconstruction

Write the following directions on the outside of an envelope containing single sentences cut from a story: "Put these sentences together to make a story." "Cinderella" is an example of a short story that may be cut up into sentences.

7. Fact or Fiction

Adapt the sentences to less difficult or more difficult according to your grade level. Give the student the following directions:

1. Number your paper 1-12

2. Read each sentence. Ask yourself, "Could this really happen?" If you think it could, write "Fact" after that number. If you think it could never really happen, write "Fiction" after that number.

The following are examples of sentences that can be used:

1. The boys went fishing with their dad.
2. The girl was as small as "Thumbelina."
3. The wise, old, hermit lived alone in a cave.
4. The horse sang a song in music class.
5. The scorching sun made the sidewalk too hot for bare feet.
6. The man in the moon smiled at me.
7. The hen clucked as she called her chicks.
8. The house shook off the water after the heavy rainstorm.
9. The boys and girls marched around the room as the teacher called out directions.
10. The cow jumped over the moon.
11. The giant drank all the water from the Mississippi River.
12. The large dog took obedience training classes.

8. Read and Answer

The following is an example of how a short paragraph can be used to cement comprehension skills*

> Oh, oh . . .! Now you did it! You put your fingers in mother's chocolate cake. She will be mad! What will you do now? No! Tell your mom you goofed? Right! O.K. Lick your fingers and go and find your mother.

1. What's the problem?
2. Who will be mad?
3. Name two wrong things you could do.
4. What is the right thing to do?
5. Why will you lick your fingers?
6. Give this story a name.

* from Frank Shaffer Publications, Inc.

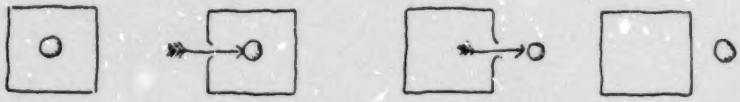
9. Connective Words

The following chart and diagram are taken from the book Techniques of Teaching Vocabulary by Dale and O'Rorche, pp. 44-45

The following is a list of connective words with which the student should be familiar.

Word	Meaning	Context
1. for	because	The scouts hurried back to camp for it was getting dark.
	in place of	Around the campfire, the boys used tree stumps and logs for stools.
	in honor of	The boys had a surprise birthday party for Don.
	in spite of	For all his embarrassment, he really enjoyed the party.
	suited to	He was happy with his present--a book called *Indian Tales for Boys*.
2. since	from then until now	I have not seen him since Christmas.
	because	I have not seen him since Christmas is the only time we get together.
3. yet	still	He is there yet.
	nevertheless	He is there, yet he does not enjoy it.
4. whatever	exactly what	Whatever are you doing?
	no matter what	Whatever you are going, please put it aside for a moment.
	at all	He is doing nothing whatever.
5. before	previously	He had been there before.
	in front of	Before him stood the judge.
6. but	only	He was but a little child when his parents were imprisoned.
	except that	I would love to go to the movies, but I don't have enough money.
	yet	She was uneducated but a wise judge of people.

One way to introduce these connectives is to present the following diagrams. After discussing them the teacher might test the students by presenting the diagrams *without* the words asking the students to use a connective that describes the drawing. Advanced students might be asked to supply an illustration of their own.

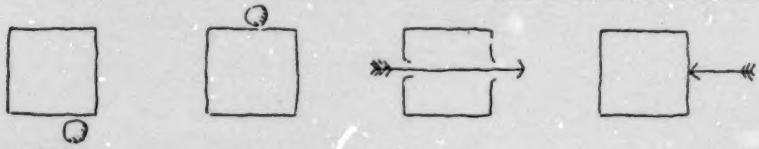


in
inside
within

into

out (of)

out
outside

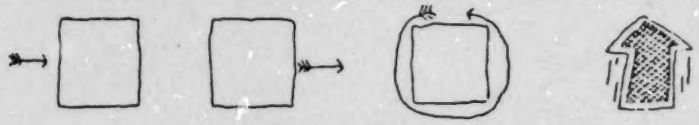


under
underneath
below

over
above

through

to
until
up to
as far as

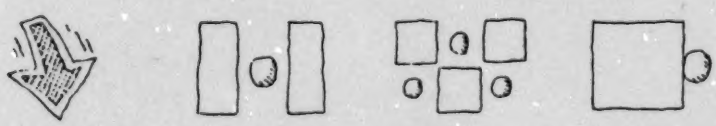


toward

from
away from

around
about

up
upward(s)

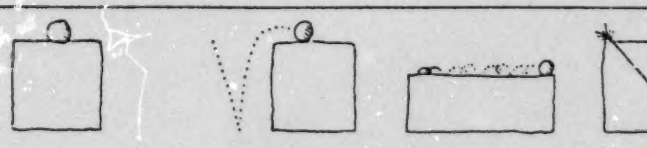


down
downward

between

among
amongst
mid
amidst

by
beside



on
upon
atop
on top of

onto

along

across

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10. Following Directions

An advanced activity that gives practice in giving or following directions may be conducted as follows:

Divide students into groups of three. One student gives directions, another student receives and follows them. The third student acts as a observer whose job it is to identify the "communication breakdown point", if there is one. The giver (student A) and receiver (Student B) have 7 or 8 dominoes and they sit opposite one another separated by a barricade- (or they sit back to back so that the "field" cannot be mutually seen if tables are not available). Student A arranges the dominoes in a design and then gives student B directions for duplicating it. It is a more advanced skill to give the directions once and only one time rather than to direct step by step construction. Signal words such as before, after, beside, next to, behind, etc., should be incorporated in the directions. If it seems necessary, the instructor may give direction to the class for reproducing a shape giving an example of relationship signal words. Alternative to the dominoes could be colored cubes, or directions with paper and pencil, etc.

11. Short Story Scrabble

Collect copies of several short-stories. Each story should be cut into paragraphs and put into an envelope. In some stories insert paragraphs that do not belong. Let the students read the stories organizing the paragraphs in correct sequence and eliminating the extras.

A variation of this exercise can be prepared by cutting paragraphs into sentences. Place the sentences of each paragraph into a folder. Let the students read the sentences placing them in proper order. Extra sentences may be added to the paragraphs to see if the students can eliminate them.

STUDY SKILLS

Perhaps the most essential element in successful content area reading is the ability to utilize study skills. It is largely through the application of various types of study skills that meaning is gleaned through reading.

Content area teachers can do their part in insuring success by giving instruction in how-to-do-it, and then providing opportunity for practice. Research indicates that study skills must be directly taught and reinforced, otherwise, most students will neither learn them nor use them.

The explanation of the following four specialized study skills may serve as a springboard for the development of specific activities:

1. Single book locational skills refers to those skills needed for successful study of a single book. Time devoted to familarizing students with textbooks used in the classroom is time well spent. Some students may use a textbook every day and not be aware that it has a table of contents or a glossary, much less use them.

   Essential knowledge of certain parts of a single book include:

   - Title
   - Table of Contents
   - Graphical Aids
     - Maps
     - Tables
     - Figures
     - Illustrations
   - Index (most helpful resource of all)
     - Key Words (the most difficult of index skills)
     - Alphabetical order
     - Main topics
     - Subtopics
     - Cross reference

Exercises may be devised for both the able and less able student which will serve the purpose of being both enjoyable and useful. Care should be taken to maintain interest among the advanced students. An example of an exercise designed to familiarize students with the textbook is found in Appendix S.

2. Specialized reference tools

The content area teacher will, at one time or another, want to provide supplementary learning opportunities for the students. The librarian will be able to provide guidance in this area. Specific skills needed in using reference materials include:

- Alphabetizing
- Cross-referencing
- Using guide words and pronunciation guides
- Identifying entry words
- Understanding abbreviations
- Differentiating among the types of cards in the card catalog

3. Organization skills

In order for the student to organize mater[illegible]or study or to conduct his own research, he must know what [illegible]eant by topics, subtopics, and details. Note taking, outlining, and summarizing skills should be extended and reinforced in every class. Outlining is still an important tool for students in organizing material for learning. Granted, it can be misused by teachers when used only to give students "something to do." However, it is a simple form to use in helping students begin the process of learning to take notes. And it does help the student recognize main ideas and details.

Below is a form to help the student relate the text material to the specific form of an outline. The teacher may wish to help the beginning student by filling in some of the topics or subtopics for him/her. Point out that a long selection is a large-scale model of a single paragraph. It is organized like a paragraph, with a main thought and details which support that thought. Point out further that the details of the selection are paragraphs rather than sentences, although each paragraph has its own sentence details, too. In a paragraph outline, the student will list the sentence details under the main thought. In the outline of a selection or article a student will list the paragraph thoughts under the general topic. In turn, the details within each paragraph may also be included to make the outline complete.

Paragraph Outline

Main Thought I._____
Details A._____
B._____
C._____
D._____
Etc._____

Selection Outline

General Topic I._____
Paragraph thought A._____
Its details B._____
C._____

Paragraph thought II._____
Its details A._____
B._____
C._____

Paragraph thought III._____
Its details A._____
B._____
C._____

Paragraph thought IV._____
Its details A._____
B._____
C._____
Etc._____

4. Flexibility of rate

The content area teacher's purpose for developing rate should be limited to aiding students in becoming more flexible readers. Flexibility in reading rate is the ability to adjust to the nature of the content and purpose of the material. The following six reading rates can be used for the specific reasons as stated.

INTENSIVE READING is studying. The reader wants to master detail, reflect upon what is written, and evaluate ideas. The purpose is to analyze or criticize. This is the slowest reading rate.

CASUAL READING is a little faster for it is the rate used when reading for recreation or pleasure. The reader may pause to enjoy a particular description or the writer's wit, but he doesn't slowly dissect each passage.

ACCELERATED READING is employed when time is short. The purpose is to seek understanding of main ideas and major details.

SELECTIVE READING is rapid reading in which the reader does not cover all material, but only those parts which serve his purpose. Scanning and skimming are two types of selective reading which can be developed in the content fields.

When SCANNING, the reader rapidly searches a page for a particular name, fact, or figure. This technique is used when looking for a number in the telephone directory, a name in an index, or a word in a glossary. The reader knows in advance what he is looking for. His eye scans a column or series of listings until it falls on the particular item for which he is searching.

SKIMMING involves rapid coverage of an entire page, article, or chapter in order to pick up the gist of it. Details are omitted. It is helpful to skim difficult material prior to a very careful reading, or when reviewing after intensive reading in preparation for a test or to refresh one's memory. In this case, the reader is not looking for some specific item, but getting the essence of an entire selection.

Oral reading is certainly appropriate in the secondary classroom. It may be used to aid comprehension, to underscore or clarify a point, to demonstrate the relationship between punctuation marks and voice inflections, or simply for enjoyment and pleasure. In order to become a good oral reader, the student will have to hear models. Tapes, records, or reading by the teacher will provide such models for developing the skill.

The tactful teacher will not needlessly humiliate the poor reader by forcing him to read in front of his peers. It does not help him to improve his skill and is counterproductive to the class in general.

Strategies and Activities to Improve Study Skills

1. Alphabetizing (Primary Grade)

   Make up several sets of keys leveled in difficulty.

   boy

   cow

   dog

   far

   mouse

   Each set can be paper punched at the top with a key ring to keep the set together.

   The child can then arrange the keys in ABC order. As many sets as are needed can be made.

2. Dictionary Skills (Primary)

   Explain to the students that the dictionary is divided into three general parts:

   1. Beginning - ABDEFG
   2. Middle - HIJKLMNOP
   3. End - QRSTUVWXYZ

   Trace an elephant, cut in three parts; trunk, middle and tail. Label the elephant parts as follows:

Beginning of Dictionary	A-G
Middle Dictionary	H-P
End of Dictionary	Q-Z

   Cut individual words from a list taken from a spelling list; science list, or social studies list. Place the words under the correct elephant part.

3. Locational Skill (Upper Grade)

   Study the "Table of Contents" and the "Index" below. Then answer the questions that follow.

   CONTENTS

   Chapter 1
   - Words We Use 6
   - Word Order in Sentences 8
   - Names and Titles 8
   - Words Associated with Jobs 9
   - Word Meaning 13
   - Words and Their Synonyms 14

   INDEX

   A,265
   Abbreviations
   - days, months 92-94
   - measurements, 108, 110
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   - time, 96

   Acronyms,300

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Adverbs	28
Prepositions	31

Chapter 3

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Paragraph Meaning	32
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Colorful Expressions	44
Writing a Poem	45
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Adjectives
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forms of, 26-27,208,210
test for,27

Adverbs
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meanings of,28-29
test for,30
when,29-30
where,29

_____ 1. On what page would you find a test for an adjective?

_____ 2. Which chapter deals primarily with writing?

_____ 3. On what page can you find information about "where" used as an adverb?

_____ 4. In which chapter is information about "where" used as an adverb found?

_____ 5. Which gives the more specific location information, the table of contents or the index?

_____ 6. Which shows how the book is organized?

_____ 7. If you wanted to know the general contents of a chapter, which would you study, the table of contents or the index?

_____ 8. Where would you find information about acronyms?

_____ 9. In which is alphabetical order important, table of contents of index?

_____10. If you wanted to find information about adjectives quickly, where would you look?

4. Specialized Reference Tools (Upper Grade)

Indicate the reference tool you would use to find the information below. Write the appropriate number in the space provided.

1. Thesaurus 2. Almanac 3. Atlas 4. Map 5. Globe

_____ 1. Synonyms

_____ 2. Square miles of Japan

_____ 3. The shortest route to the capitol of your state

_____ 4. The baseball player who hit the most runs during 1975

_____ 5. The altitude of Mt. Everest

_____ 6. The geographic location of Spain in relation to the United States

_____ 7. Another word to use that means the same as "incline"

_____ 8. When the next full moon will occur

_____ 9. The locations of the Great Lakes

_____ 10. Continents located above and below the equator

5. Organizational Skill A (Upper Grade)

As you read the following story, look for (1) the main idea, (2) the topic sentence, (3) the sequence of ideas, and (4) subordinate ideas. For item number 1 below, check (✓) the statement that best describes the main idea of the passage. For items 2, 3, and 4, write the sentence numbers in the spaces provided to indicate your answer.

[1]Teaching through the medium of television is not as effective as live teaching. [2]The television teacher teaches an unseen audience; therefore, he can not adjust his presentation in response to puzzled looks on the faces of students. [3]He must hope that his listeners understand what he is trying to explain. [4]Neither can students ask questions if the lecturer leaves some points unclarified. [5]The personal touch--knowing that a live person is speaking to you helps to hold the student's attention. [6]It is obvious that a short doze or diverted attention will

go undetected by the television teacher. [7]A live teacher will note the lack of attention and call the students' thoughts back to the subject. [8]Finally, the live teacher can engage his students in a discussion of the topic, thereby developing a deeper and more thorough understanding of the subject. [9]Television can be a useful teaching device, but it can never take the place of an effective teacher in the classroom.

Main Idea

1. The best statement of main idea is:

   _____ The personal touch is valuable

   _____ A lecturer needs to see his students.

   _____ Television teaching is less effective than live teaching.

Topic Sentence

2. _____ Write the number of the topic sentence.

Sequence of Ideas

3. _____ Write the number of each major idea in the passage. List the number in the sequence in which the ideas were presented.

Subordinate Ideas

4. _____ Write the number of each subordinate idea presented in the passage.

6. Organizational Skill B (Upper Grade)

Read the story below carefully. Then answer the questions that follow.

Jim and his friend Charlie had just awakened from a night of camping on the south side of town. Jim stretched and yawned. Today was one of those mornings one experiences after having too little sleep.

Jim was hungry, but he just remembered that in his eagerness to get to the campsite he had forgotten to bring food.

"Charlie," he said, "do you have anything to eat?"

"Naw," said Charlie, "nothing but some lollipops."

"Gimme one," said Jim.

Charlie handed a yellow lollipop to Jim who unwrapped it at a speed that equaled his eagerness to attack the new day.

"Wow, this thing is sour!" Jim exclaimed as he jumped up.

"I could sure use some hot cakes, syrup and sausage," Jim said. "Let's head for home and see what we can round up. That's the last lollipop I will ever want for breakfast."

A. Briefly state the general idea of the passage.

_____

_____

_____

B. List six (6) specific, important facts.

_____

_____

_____

_____

_____

_____

C. Using past experiences and information, answer the following questions:

1. Did Jim and Charlie get a good night's sleep?_____
2. How did Jim feel when he awoke?_____
3. What effect did the sour lollipop have on Jim?_____
4. Why does Jim not want any more lollipops for breakfast?_____

_____

7. Using Outlining Skills

Read the following information, then prepare a simple outline of the material in the space provided.

As the population of the world increases there is an ever increasing demand for raw materials. Coal, gas, and oil are needed for fuels. Iron, copper, and aluminum ores are needed for refining into metals. This increase in demand for raw materials has led to expanded exploration for minerals on land and beneath the seas.

People go to bed hungry each night in many parts of the world. Because of the food shortage, efforts are being made to increase production through soil conservation, use of fertilizers, and through crop rotation. In searching for additional sources of food, we are now studying the sea and air more closely.

OUTLINE:

I.

A.

1.
2.
3.

B.

1.
2.
3.

II.

A.

1.
2.
3.

B.

1.
2.

PARENT INVOLVEMENT--PARTNERS IN EDUCATION

The day a child begins his first day of school, parents, as well as the child, may have mixed feelings. Some parents breathe a sigh of relief and delegate to the school the responsibility for educational development. A few parents may feel anxiety for fear the school and teachers will replace them as the center of their child's life and are therefore hesitant to release responsibility to the school. Other parents will view the school as another institution where they can become involved in a cooperative venture and thus share a new experience with their child. Teachers should recognize these attitudes which are present in parents and make efforts to involve them in school-related activities.

Parents who delegate all responsibility for educational development and parents who are hesitant to release responsibility will present a challenge to the school for finding worthwhile involvement activities. The parents who will become involved in their child's school activities may need to put forth more effort and make adjustments to the demanding needs of educational growth and development. Teachers who invest some time in activities to encourage parent involvement will find not only a valuable resource but that the student benefits through a more balanced educational program. Improved communications, common understandings, and friendly relations among the school, the teacher and the home are realities when parents are involved in the educational process.

In our changing society today, many parents find it difficult to become involved in their children's education. In many families both parents work and unless the school makes special efforts to schedule evening activities to accommodate the work day, parents are unable to be involved. Single family homes are becoming more prevalent and the same

scheduling problems exists in these situations. Schools and teachers are recognizing the value of parent involvement but the question being asked is: How can I involve parents in school activities with the many conflicts of interest and demands on time in modern society?

In this section an attempt has been made to distinguish between two types of "parent involvement" and to suggest implemental procedures for tapping the valuable resources available within each type. The first type is identified as the parent as a volunteer in school activities. The second type is the parent working with their own child in the home with activities that are extensions of the classroom.

The Parent as a Volunteer

Every teacher wishes there was more time to spend with each student -- to listen, to explain and to individualize instruction. Unfortunately, this is not a reality.

It is through volunteers that such a wish is possible. Volunteers offer an extra pair of hands, eyes and ears. Through an organized volunteer program, volunteers are recruited, screened, oriented, trained, and placed in schools.

Volunteers provide students with more read-aloud time, extra opportunities to respond, and immediate feedback of correct answers. As a tutor, they come prepared with training and their own set of tutoring materials. Their caring and encouragement on a one-to-one basis often motivates many to want to learn and to succeed. The Laubach System or Brigham Young Tutoring program have been approved for use in the Wichita Public Schools.

Volunteers are not meant to take the place of the classroom teacher, reading teacher, speech therapist, counselor or other certificated school personnel. The personal interest and reinforcement given by the volunteer

makes it easier for the student to learn those skills being taught by the teacher.

Goals of the Volunteer Reading Program are to:

enrich the curriculum

stimulate student's interest in reading

broaden learning opportunities for students

establish a school-community partnership for quality education

provide opportunities for meaningful service

enhance all aspects of the educational process

No longer are school volunteers only parents; they may be grandparents, high school and college students, retirees and other community members.

Procedures listed below are suggestions for the teacher who plans to implement a parent volunteer program:

1. Assess Your Needs

   What students are in need of more personal attention?

   What areas can I best use volunteer help in regards to reading? (Grading workbooks, reading centers, storytelling, making games or flash cards, etc)

2. Talk to teachers who have had school volunteers.

   How were volunteers used? Did you notice a change in the students reading ability? Was there good communication?

3. How can I request a volunteer for my classroom?

   Does your school have a parent involvement worker or a reading instructional paraprofessional assigned to your school from the Volunteer Reading office? Inquire through these people. If your school does not have either of these individuals, make your needs known to the principal, PTA or PTO chairman or contact the Volunteer Reading office. (268-7846)

4. Orient Volunteers to Classroom Procedures and Policies

Please familiarize the volunteer with classroom, school rules, and emergency procedures, such as fire drills. Where should they take children if there is a fire drill?

The teacher should discuss with the volunteer how to handle problems relating to discipline.

Teachers should not leave a volunteer in charge of classes.

Written instructions should be left for a substitute giving the student's name, volunteer's name and the time they pick up student for tutoring.

Let your volunteer know if your class is going to be taking a field trip, etc. Re-scheduling can be planned if the volunteer is informed ahead of time.

5. Take Time to Know Your Volunteer

The volunteer should feel that their services are needed as well as wanted. They want to feel that their efforts are appreciated and are worthwhile. The teacher represents to volunteers an authority figure, therefore, it is appreciated when words of praise come from the classroom teacher.

The most valuable volunteer a teacher can have is one who fits in, who is reliable, patient, tactful, resourceful, enthusiastic, and sensitive to the needs of students.

Teachers can build an effective team, if they take the time to become well acquainted, to learn the volunteer's special interests and skills. Volunteers would like for teachers to reassure them that they have performed a meaningful service.

6. Match Volunteer's Skills with Needs of the Classroom

7. Establish Good Communications

Set up a system for communicating with your volunteer

Plan 5 or 10 minutes each week to give feedback and show your concern

8. Share Student's Progress with Volunteer

Do not share confidential information (IQ level, grades or standardized test scores)

The volunteer should know the student's strengths and weaknesses in reading

Share with volunteer the kind of reinforcement you have found to be successful in working with students.

The volunteer should keep a folder containing progress made from each tutoring session. A pre and post evaluation given by the volunteer may also be kept in the folder.

Teachers will want to initiate regular feedback from the volunteer on the progress the student is making or any problems which may occur.

9. Show Continuing Appreciation for Your Volunteer's Services

   See 25 ways to show appreciation to your school volunteer (Appendix T)

10. Plan Evaluation to Include the Volunteer and the Student

11. Ask the Volunteer for Suggested Ways to Better Work Together.

The Parent Helping Their Child at Home

Each school will have parents who want to be involved in their child's educational process but will need to do so at home during evenings and weekends. Even with staggered schedules, parents can still be involved through planned and improved home-school communications. Whenever possible the teacher should seek to establish two-way communication between home and school. Individual conferences, group conferences, telephone contacts and home visits are more conducive for two-way communication. School newsletters and written memos are needed and valuable for parent involvement but are less effective.

As the teacher comes in contact with parents in the school community, there are opportunities to promote parent involvement. The teacher who takes the time and makes the effort to promote and develop parent involvement with their child at home will find that the child will benefit and improve in school progress. The following are suggestions for worthwhile activities for parents to use with their child at home which will benefit and improve school progress.

Suggestions to parents to use before the child goes to school:

1. Talk to your child. The more words children can say, the easier it is for them to learn to read.

2. Listen to your child - encourage your child to talk about things he/she sees and does.

3. Read to your child - reading should be included in the family pattern.

4. Take your child places - family field trips to places of local interest will stimulate a desire to read about things they have seen.

5. Let the child see you reading books, magazines, and newspapers. Parent example means a lot to the child.

6. Watch television with your child - parents should be encouraged to screen the programs their child watches.

7. Play simple word games with your child. "Starts like" game is an example: You say: "Tell me a word that starts like milk." Other examples include the "Look Alike" game (use capital letters which look alike), and "The missing word game." (Leave one blank in oral context for your child to supply the missing word, accept any word that makes sense.)

Suggestions tc Parents to use after your child starts to school:

1. Encourage your child to read to you.

2. Assist if necessary: If the child is just beginning to read, don't hesitate to tell the child words that cause difficulty.

3. Teach your child to take care of books.

4. Get your child a library card - build self-esteem through use of library.

5. Purchase books for your child - birthdays and holidays are good times to buy your child books.

6. Praise your child: learning to read is not as easy as the adult reader believes. Progress comes in small steps, and praise will motivate your child to put forth greater effort.

7. Be patient, especially when your child is first beginning to read.

Suggestions to Parents which will help your child do his/her best.

1. Keep your child well rested.

2. Keep your child healthy.

3. Get your child to school.

4. Know how your child is doing in school.

5. Check your child's home-work.

6. Don't compare your child with other children.

7. Keep the faith--let your child know you believe he can learn.

APPENDIX A

SUBJECT: Implemental Procedures - Student Reading Record Card (SRRC)

The following procedures should assist the administrator in standardizing the recording of information on the Student Reading Record Card (SRRC)

1. The Student Reading Record Card should be kept up-to-date. Information recorded should be current at these times:

   a. concurrent with the quarterly evaluation of pupil progress

   b. for individual conferences with parent, staff, or students

   c. when student transfers or withdraws from school

   d. at the end of the school year

2. The coding system for the four basic reading skills (Vocabulary, Word Attack, Comprehension, and Study Skills) correlate with Behavioral Objectives - Elementary Reading and the Classroom Reading Record Sheets.

3. To record competency in a skill check (✓) the appropriate box to the right of each objective. A blank box will indicate that a skill has not been taught or that competency has not been achieved for a specific skill.

4. Regardless of the grade level, use the first available space for recording information. If a pupil is retained, extra columns are provided.

5. The shaded area of the card has been designed for checking reading readiness skills. (Note: first and second grade teachers should also use the section if it is representative of the pupil's instructional reading level.)

6. Teachers should utilize the first available comment section. Space is limited; therefore, comments should be reserved for "objective" information. Teachers should include:

   a. List titles of basal used for instruction and date by school year. Supplemental support materials should also be listed (example: SRA1a).

   b. Record the span of levels used in the adopted basal series. (Coding for levels will be the same used in the adopted series.)

c. Record any brief skill deficiency in the space following the word COMMENT.

d. Complete blanks: teacher, grade, and school

7. On the graph along the right hand side, shade the bubble in ink and record month and year immediately under reader designation to indicate pupil's end-of-year instructional reading level. If the student is completing the 2^2 book or the 4th grade book, the teacher will shade either the 2^2 bubble or the 4th grade bubble and record 5/82 immediately under the shaded bubble.

Cautions:

a. Bubbles do not parallel the comment sections.

b. Disregard level 4^2; this was an error in printing.

c. Above is for recording pupil's instructional reading level above 7.0.

8. Information recorded on an old student record (salmon color) should not be transferred to the revised blue card. The salmon card should be kept in student's permanent folder.

9. Student Reading Record Cards (#6.8503S) can be requisitioned on the standard Stock Requision Form.

10. FOR A COMPLETE OVERVIEW of the WMS a slide/tape or a video-tape entitled: Wichita Management System Part I and Part II can be requested from the Reading Services Center, 268-7871.

APPENDIX B

CURRICULUM SERVICES DIVISION - INSTRUCTION

P6317.00 TIME ALLOTMENTS - ELEMENTARY

BOARD POLICY:

The SCHOOL DAY IS SIX HOURS IN LENGTH FOR GRADES ONE TO SIX AND THREE HOURS FOR EACH HALF-DAY SESSION OF KINDERGARTEN. TIME ALLOTMENTS FOR THE VARIOUS SUBJECTS AND ACTIVITIES ON THE DAILY PROGRAM OF STUDIES ARE DETERMINED BY CURRICULUM SERVICES DIVISION.

Administrative Implemental Procedures:

1. The principal and Director of Elementary Education are responsible for the implementation of this policy.

2. Weekly time allotments will allow flexibility in daily planning.

3. Requests for deviations for specific building programs will be submitted for approval to the Director of Curriculum Services Division.

4. An interdisciplinary approach to learning is encouraged provided it maintains accountability for skills, concepts, and generalizations in the content areas.

5. The individual teacher will determine good balance in the sequence of subjects on the daily schedule.

6. Weekly lesson plans including subject time allotments will be on file in each teacher's classroom and available upon request for monitoring.

7. The Director of Elementary Education will be advised of the success of programs as indicated through the monitoring process.

APPENDIX B

WEEKLY TIME ALLOTMENTS IN MINUTES

	Pre Kdg.	Primary (103)	Inter-mediate (4-6)	Comments
Reading	100	600	300	Includes special reading and library time. At primary level, the 600 minutes allocated is equally divided between skill instruction and application. At intermediate level, the 300 minutes allocated is for skill instruction. Application of these reading skills is achieved through reading in the content areas.
English	100	150	250	As these three areas are closely related, an integrated Language Arts experience is encouraged.
Spelling	0	75	75	
Writing	50	50	75	
Mathematics	50	225	275	
Social Studies	50	100	150	Programs such as Career Education, Museum and Cultural Activities, and Personal Growth and Development should be integrated into these content areas.
Science	50	100	150	
Health	100	50	50	
Music	100	100	100	
Art	100	100	100	
Physical Ed	75	100	125	
Recess	75	75	75	
Special Activities	50	75	75	Includes Remedial Mathematics time
	900	1800	1800	

APPENDIX C

DOLCH BASIC SIGHT WORDS

Preprimer Level

Step 1

a
and
away
I
in
little
run
said
see
the

Date mastered_____

Step 2

big
blue
can
come
is
it
jump
look
three
to

Date mastered_____

Step 3

down
find
for
make
me
my
two
up
we
where

Date mastered_____

Step 4

funny
go
help
here
not
one
play
red
yellow
you

Date mastered_____

DOLCH BASIC SIGHT WORDS

Primer Level

Step 5	Step 7	Step 9
all	must	too
am	new	under
are	no	want
at	now	was
ate	on	well
be	our	went
black	out	what
brown	please	white
but	pretty	who
came	ran	will
Date mastered_____	Date mastered_____	Date mastered_____

Step 6	Step 8
did	ride
do	saw
eat	she
four	so
get	soon
good	say
have	that
he	there
into	they
like	this
with	yes
Date mastered_____	Date mastered_____

DOLCH BASIC SIGHT WORDS

First Level

Step 10

after
again
an
any
as
ask
by
could
every
fly
Date mastered_____

Step 11

from
give
going
had
has
her
him
his
how
just
Date mastered_____

Step 12

know
let
live
may
of
old
once
open
over
put
Date mastered_____

Step 13

round
some
stop
take
thank
them
then
think
walk
were
when
Date mastered_____

DOLCH BASIC SIGHT WORDS

Second Level

Step 14

always
around
because
been
before
best
both
buy
call
Date mastered_____

Step 15

cold
does
don't
fast
first
five
found
gave
goes
Date mastered_____

Step 16

green
its
made
many
off
on
pull
read
right
Date mastered_____

Step 17

sing
sit
sleep
tell
their
these
those
up
us
Date mastered_____

Step 18

use
very
wash
which
why
wish
work
would
write
your
Date mastered_____

131

DOLCH BASIC SIGHT WORDS

Third Level

Step 19

about
better
bring
carry
clean
out
done
draw

Date mastered_____

Step 20

drink
eight
fall
far
full
got
grow
hold

Date mastered_____

Step 21

hot
hurt
if
keep
kind
laugh
light
loud

Date mastered_____

Step 22

much
myself
never
only
own
pick
seven
shall

Date mastered_____

Step 23

show
six
small
start
ten
today
together
try
warm

Date mastered_____

APPENDIX D

(Available through Reading Services Center at 268-7871)

Test 11 SAN DIEGO QUICK ASSESSMENT FORM I

Name _____ Grade _____ Chronological Age _____

Date of Test _____ Examiner _____ yr. mo.

Observations: _____ SDQA Grade Level _____

_____ Raw Score _____

_____

RR¹

B	B
A	C
M	M
C	C
S	Q
J	J
T	T
H	H
D	L
W	M

RR²

B
A
M
C
S
J
T
H
D
W

RR³

D	B	A	(bird)
A	E	K	(apron)
L	F	M	(mom)
B	C	G	(car)
O	S	P	(sad)
A	B	J	(jeep)
D	G	T	(tag)
A	H	B	(house)
D	I	M	(door)
W	G	J	(wig)

1 PP

see _____
play _____
me _____
at _____
run _____
go _____
and _____
look _____
can _____
here _____

2 Primer

you _____
come _____
not _____
with _____
jump _____
help _____
is _____
work _____
are _____
this _____

3

road _____
live _____
thank _____
when _____
bigger _____
how _____
always _____
night _____
spring _____
today _____

4

our _____
please _____
myself _____
town _____
early _____
send _____
wide _____
believe _____
quietly _____
carefully _____

5

city _____
middle _____
moment _____
frightened _____
exclaimed _____
several _____
lonely _____
drew _____
since _____
straight _____

6

decided _____
served _____
amazed _____
silent _____
wrecked _____
improve _____
certainly _____
entered _____
realized _____
interrupted _____

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APPENDIX E

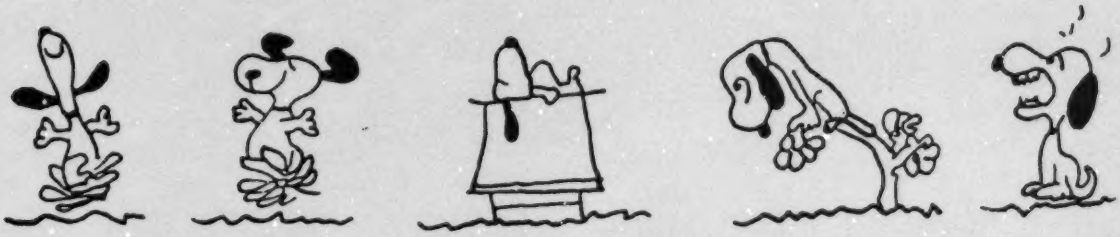
Snoopy Attitude Inventory

Available through Reading Services Center at 268-7871

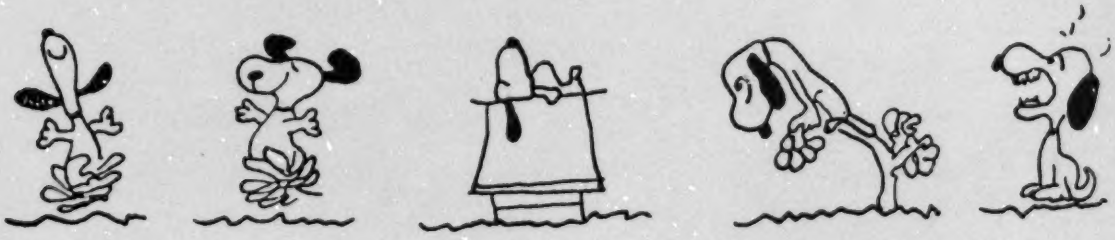
NAME _____ ROOM _____ TEACHER _____

1. How do you feel when your teacher reads a story aloud?

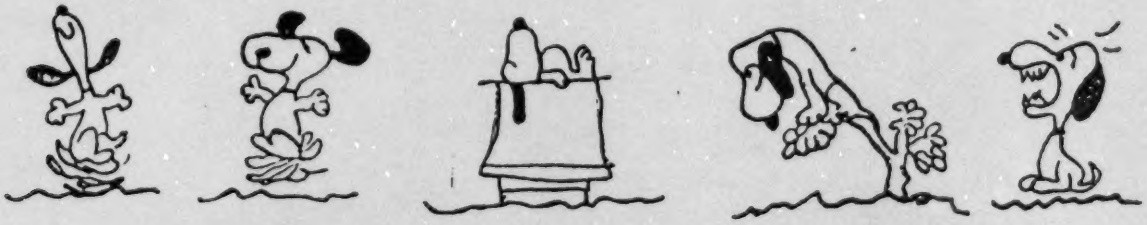
2. How do you feel when someone gives you a book for a present?



3. How do you feel about reading books for fun at home?

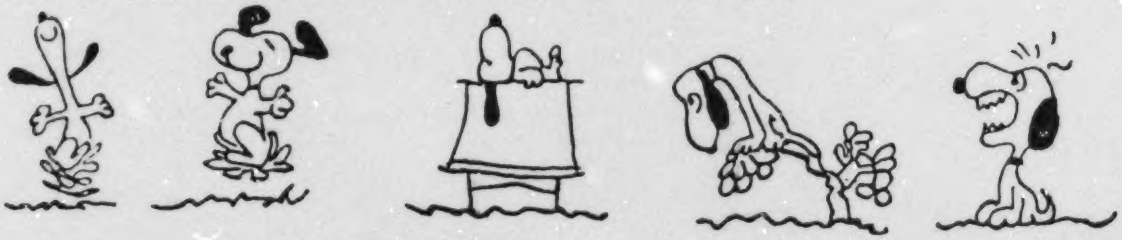


4. How do you feel when you are asked to read aloud to your group?



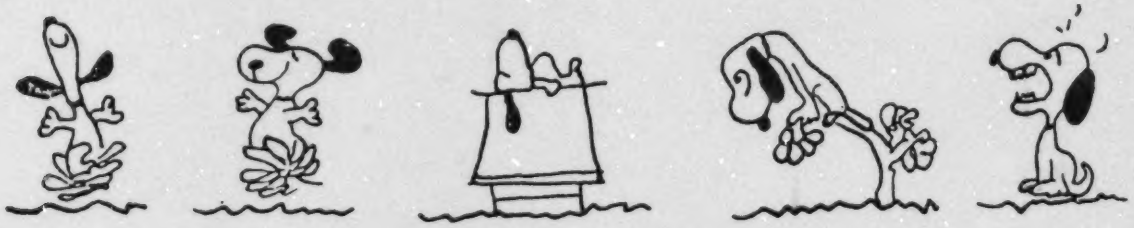
5. How do you feel when you are asked to read aloud to your teacher?

6. How do you feel when you come to a new word in reading?

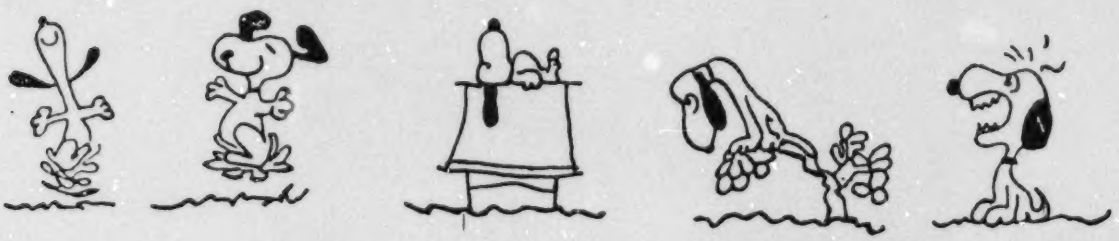


7. How do you feel when it is time to do your worksheet or workbook?

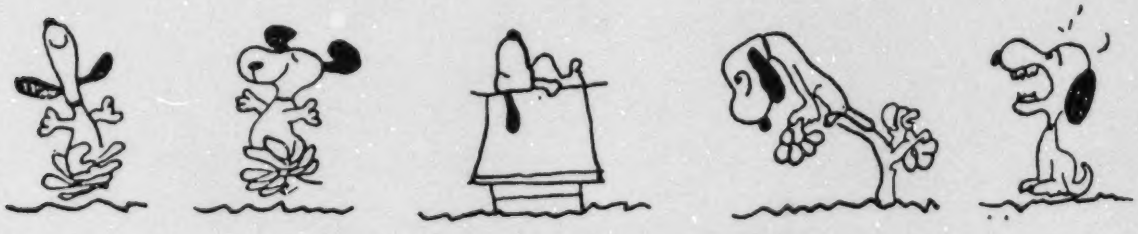
8. How do you feel about going to school?



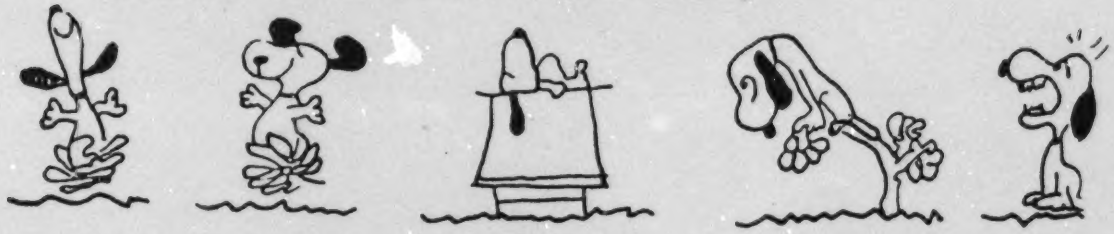
9. How do you feel about how well you read?



10. How do you think your friends feel about reading?

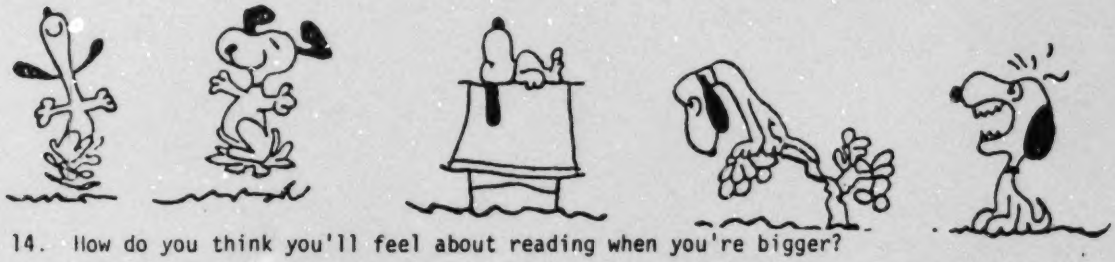


11. How do you think your teacher feels when you are reading?

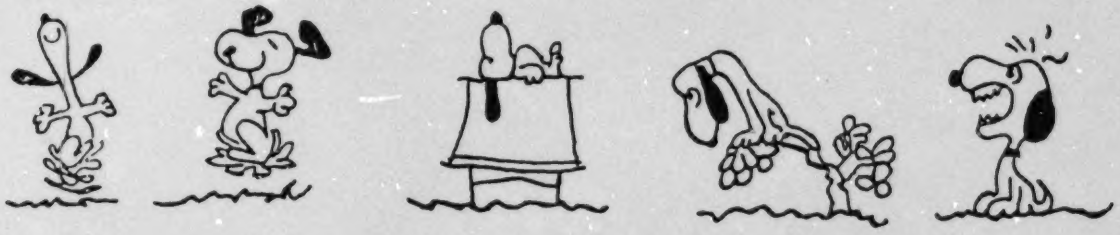


12. How do you think your friends feel when you read aloud?

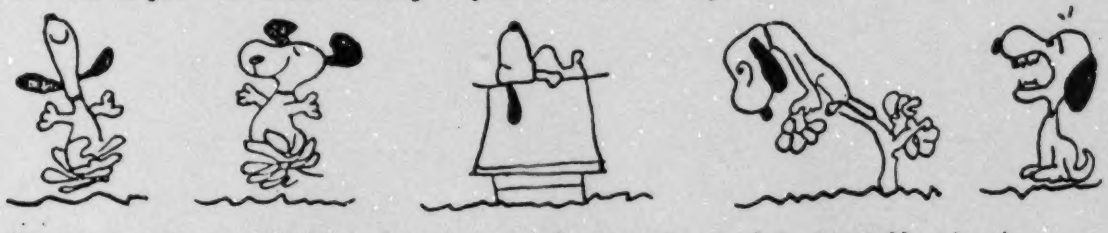
13. How do you feel about the reading book you are in?



14. How do you think you'll feel about reading when you're bigger?



15. How do you feel about talking to your teacher about your book?



Adapted from Reading Attitude Inventory developed by Dr. Paul B. Campbell, Livonia Public Schools, Livonia, Michigan. 1966

APPENDIX F

Spelling Diagnosis When a diagnosis is made of a pupil's word perception skills by means of an oral reading test and the Diagnostic Test of Word Perception Skills, some helpful additional information can be secured through the use of the Diagnostic Spelling Test. An analysis of spelling ability and the percentile rank of the pupil in his grade placement are included in the diagnostic report.

Diagnostic Spelling Tests, List 1 and List 2; and Durrell Spelling Test are used to evaluate spelling ability. The following instructions should be observed for the selection of one of the above named tests:

To pupils in grade 2 administer List 1.
To pupils in grades 3-6 administer List 2.
To pupils in grades 7-8 administer the Durrell Spelling Test.

St. Louis Public Schools

DIAGNOSTIC SPELLING TESTS

List I

1. not--He is not here.
2. but--Mary is here, but Joe is not.
3. get--Get the wagon, John.
4. sit--Sit down, please
5. man--Father is a tall man.
6. boat--We sailed our boat on the lake.
7. train--Tim has a new toy train.
8. time--It is time to come home.
9. like--We like ice cream.
10. found--We found our lost ball.
11. down--Do not fall down.
12. soon--Our teacher will soon be here.
13. good--He is a good boy.
14. very--We are very glad to be here.
15. happy--Jane is a happy girl.
16. kept--We kept our shoes dry.
17. come--Come to our party.
18. what--What is your name?
19. those--Those are our toys.
20. show--Show us the way.

List 1 cont'd

21. much--I feel much better.
22. Sing--We will sing a new song.
23. will--Who will help us?
24. doll--Make a dress for the doll.
25. after--We play after school.
26. sister--My sister is older than I.
27. toy--I have a new toy train.
28. say--Say your name clearly.
29. little--Tom is a little boy.
30. one--I have only one book.
31. would--Would you come with us?
32. pretty--She is a pretty girl.

List 2

1. flower--A rose is a flower.
2. mouth--Open your mouth.
3. shoot--Joe wants to shoot his new gun.
4. stood--We stood under the roof.
5. while--We sang while we marched.
6. third--We are in the third grade.
7. each--Each child has a pencil.
8. class--Our class is reading.
9. jump--We like to jump rope.
10. jumps--Mary jumps rope.
11. jumped--We jumped rope yesterday.
12. jumping--The girls are jumping rope now.
13. hit--Hit the ball hard.
14. hitting--John is hitting the ball.
15. bite--Our dog does not bite.
16. biting--The dog is biting on the bone.
17. study--Study your lesson.
18. studies--He studies each day.
19. dark--The sky is dark and cloudy.
20. darker--This color is darker than that one.

List 2 cont'd

21. darkest--This color is the darkest of the three.
22. afternoon--We may play this afternoon.
23. grandmother--Our grandmother will visit us.
24. can't--We can't go with you.
25. doesn't--Mary doesn't like to play.
26. night--We read to Mother last night.
27. brought--Joe brought his lunch to school.
28. apple--An apple fell from the tree.
29. again--We must come back again.
30. laugh--Do not laugh at other children.
31. because--We cannot play because of the rain.
32. through--We ran through the yard.

The words in the spelling tests are listed according to like elements. The elements tested in each grade are explained below.

List 1

Word	Element Tested
1. not	Short vowels
2. but	
3. get	
4. sit	
5. man	
6. boat	Two vowels together
7. train	
8. time	Vowel-consonant-*e*
9. like	
10. found	*ow*-*ou* spelling of *ou* sound
11. down	
12. soon	long and short *oo*
13. good	
14. very	Final *y* as short *i*
15. happy	
16. kept	*c* and *k* spellings of the *k* sound
17. come	
18. what	*wh*, *th*, *sh*, *ch*, and *ng* spellings and *ow* spelling of long *o*
19. those	
20. show	
21. much	
22. sing	
23. will	Doubled final consonants
24. doll	
25. after	*er* spelling
26. sister	
27. toy	*oy* spelling of *oi* sound
28. say	*ay* spelling of long *a* sound
29. little	*le* ending
30. one	Non-phonetic spellings
31. would	
32. pretty	

List 2

Word	Element Tested
1. flower	*ow*-*ou* spellings of *ou* sound, *er* ending, *th* spelling
2. mouth	
3. shoot	Long and short *oo*, *sh* spelling
4. stood	
5. while	*wh* spelling, vowel-consonant-*e*
6. third	*th* spelling, vowel before *r*
7. each	*ch* spelling, two vowels together
8. class	Double final consonant, *c* spelling of *k* sound
9. jump	Addition of *s*, *ed*, *ing*; *j* spelling of soft *g* sound
10. jumps	
11. jumped	
12. jumping	
13. hit	Doubling final consonant before *ing*
14. hitting	
15. bite	Dropping final *e* before *ing*
16. biting	
17. study	Changing final *y* to *i* before ending
18. studies	
19. dark	*er*, *est* endings
20. darker	
21. darkest	
22. afternoon	Compound words
23. grandmother	
24. can't	Contractions
25. doesn't	
26. night	Silent *gh*
27. brought	
28. apple	*le* ending
29. again	Non-phonetic spellings
30. laugh	
31. because	
32. through	

Below is a facsimile of the pupil's answer sheet for the spelling test. The boxes at the bottom of the page are convenient forms for quick analysis of the types of errors made.

ST. LOUIS PUBLIC SCHOOLS DIAGNOSTIC SPELLING TEST

NAME _____ LIST _____ GRADE _____

1. _____	17. _____
2. _____	18. _____
3. _____	19. _____
4. _____	20. _____
5. _____	21. _____
6. _____	22. _____
7. _____	23. _____
8. _____	24. _____
9. _____	25. _____
10. _____	26. _____
11. _____	27. _____
12. _____	28. _____
13. _____	29. _____
14. _____	30. _____
15. _____	31. _____
16. _____	32. _____

LIST 1

1	6	8	10	12	14	16	18	23	25	27	28	29	30
2	7	9	11	13	15	17	19	24	26				31
3							20						32
4							21						
5							22						

LIST 2

1	3	5	6	7	8	9	13	15	17	19	22	24	26	29
2	4					10	14	16	18	20	23	25	27	30
						11				21				31
						12								32

CHECK THE NUMBERS OF MISSPELLED WORDS IN ABOVE BOX FOR LIST 1 OR LIST 2

Scoring the St. Louis Public Schools Diagnostic Spelling Tests

The raw score is the number of words spelled correctly. 1) Using the appropriate table below, locate this number in the raw score column of the grade in which the pupil is placed. 2) Find the equivalent percentile in the percentile column. For example, a second grade pupil who scores 18 correct on List 1, spells at the 40th percentile of his grade; 60 percent spell better. A sixth grader who scores 28 correct on List 2, spells at the 50th percentile of his grade; 50 percent spell better.

Make two statements about the child's spelling ability:

1. For pupils in grades 1-6, give the percentile ranking for his grade placement.
2. Use as a guide the analysis chart at the bottom of the Spelling Test Form; indicate types of errors.

ST. LOUIS PUBLIC SCHOOLS
DIAGNOSTIC SPELLING TESTS

TABLE 3 LIST 1		*Percentiles	TABLE 4 LIST 2			
Raw	Grade	Raw		Grade		
Score	2	Score	3	4	5	6
0		0				
1	2	1	5	.7	.2	.15
2	5	2	6	2	.3	.3
3	6	3	10	5	.7	.4
4	7	4	12	6	1	.6
5	8	5	15	7	1.6	.8
6	10	6	18	8	3.5	1.4
7	11	7	20	10	5	1.8
8	13	8	23	12	5.5	2.8
9	15	9	25	14	6.5	3.5
10	17	10	28	15	7	5
11	20	11	30	17	8	5.1
12	22	12	32	19	9	6
13	25	13	35	20	10	7
14	27	14	37	23	11	8
15	30	15	40	25	14	8.5
16	35	16	43	27	15	9.5
17	37	17	45	28	17	10
18	40	18	50	30	20	12
19	45	19	52	35	22	13
20	47	20	55	40	25	15
21	50	21	60	43	28	17
22	55	22	62	45	30	20
23	60	23	65	50	32	22
24	65	24	70	55	35	25
25	67	25	75	60	40	30
26	70	26	80	65	45	35
27	75	27	83	70	55	40
28	80	28	85	75	60	50
29	85	29	90	80	70	60
30	90	30	95	90	80	75
31	95	31	98	95	95	90
32	99	32	99	99	99	99

*These percentiles are derived from a sample of 20,835 pupils in Grades 2 through 6 in the metropolitan St. Louis area

Grades 7 and 8.

DURRELL SPELLING TEST

List II

Word	Explanatory Phrase
back	Come *back*.
draw	*Draw* a picture.
thin	Cut a *thin* slice of bread.
spend	Don't *spend* too much.
money	Save your *money*.
question	Ask me a *question*.
minute	Wait a *minute*.
engine	The *engine* is going.
promise	You gave your *promise*.
furniture	The *furniture* was loaded on the truck.
valuable	A *valuable* ring was stolen.
shoulders	He had broad *shoulders*.
customer	The *customer* was in a hurry.
invitation	He received an *invitation* to a party.
hospital	The doctor went to the *hospital*.
weather	The *weather* is cold this morning.
different	This is a *different* knife.
measure	*Measure* how tall he is.
necessary	It is *necessary* to rest now.
disappointed	The football game *disappointed* him.

Scores are computed for this test in terms of grade level.

TABLE 5

List II

Grades	
III	6 – 8 Words Correct
IV	9 – 11 Words Correct
V	12 – 14 Words Correct
VI	15 – 17 Words Correct
VII	18 – 20 Words Correct

Silent Reading Tests

Silent reading tests are sometimes classified as diagnostic tests, in contrast to silent reading power tests. A diagnostic silent reading test is designed to give information about a number of reading skills, whereas a power test is primarily useful to show the difficulty level of the materials which a child can read comfortably. Thus a diagnostic test will include a number of subtests but these would not be suitable for clinic cases who have mastered relatively few reading skills.

A silent reading test score also becomes part of the diagnostic report of the pupil. Clinic teachers will become familiar with the administration and interpretation of these silent reading tests.

APPENDIX G

Classroom Reading Inventory

available through Reading Service Center

268-7871

APPENDIX H

OBSERVATION CHECKLIST

Ten yes or no questions to tell quickly about a child's attitude toward reading.

Observation Checklist to Assess Reading Attitudes

In the two-week period, has the child:	Yes	No
1. Seemed happy when engaged in reading activities?	____	____
2. Volunteered to read aloud in class?	____	____
3. Read a book during free time?	____	____
4. Mentioned reading a book at home?	____	____
5. Chosen reading over other activities (playing games, coloring, talking, etc.)?	____	____
6. Made requests to go to the library?	____	____
7. Checked out books at the library?	____	____
8. Talked about books he/she has read?	____	____
9. Finished most of the books she/he has started?	____	____
10. Mentioned books she/he has at home?	____	____

Heathington, Bettys, Alexander, J. Estill, A Child-based Observation Checklist to Assess Attitudes Toward Reading. The Reading Teacher, page 769, April 1978.

APPENDIX I

READING

CHECK LIST OF DIFFICULTIES

Name_____ Grade_____ Date started_____

Suggested Reading Level _____ Date finished_____

GENERAL READING HABITS

_____ Uses finger as pointer
_____ Frowns and is tense
_____ Poor posture
_____ Loses place easily
_____ Shows aversion to reading
_____ Head movements
_____ Holds book too close
_____ Tilts book to one side
_____ Holds book too far away

ORAL READING-VOICE SKILLS

_____ Strained, high-pitched voice
_____ Monotonous tone
_____ Volume too loud
_____ Poor enunciation
_____ Volume too soft

ORAL READING--WORD SKILLS

_____ Low sight vocabulary
_____ Errors on easier words
_____ Guesses at unknown words
_____ Ignores errors and reads on
_____ Habitual addition of words
_____ Omits words
_____ Word analysis ability poor

PHONETIC INVENTORY

The following letter names are not known:_____

The following letter sounds are not known:_____

The following consonant blends are not known:_____

PHRASE READING

_____ Word-by-word reading
_____ Incorrect phrasing
_____ Eye-voice span too short
_____ Ignores punctuation

RECALL OF ORAL READING

Good_____ Fair_____ Poor_____

_____ Unaided recall scanty
_____ Poorly organized
_____ Inaccurate memories
_____ Guesses
_____ Avoids use of new words
_____ Recalls details badly on questions.

WRITTEN RECALL OF READING

Good_____ Fair_____ Poor_____

_____ Unaided recall scanty
_____ Poorly organized
_____ Inaccurate memories
_____ Guesses
_____ Avoids use of new words
_____ Laborious writing
_____ Spelling impedes recall

RECALL OF SILENT READING

Good _____ Fair_____ Poor_____

_____ Unaided recall scanty
_____ Poorly organized
_____ Inaccurate memories
_____ Guesses
_____ Avoids use of new words
_____ Recalls details badly on questions

The following letters are reversed:

_____

Student's Comments: (attitude)

SILENT READING

_____ Lip movements
_____ Whispering
_____ Low rate
_____ High rate at expense of mastery

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CLASS PROFILE: DIAGNOSIS AND PLACEMENT APPENDIX J

Teacher_____ School_____ Grade_____

Student	End-of-Year Reading Level	Standardized Test Voc	Comp	Quick Assessment	IRI W.R.	Comp.	Other Vis.,	Aud	Basal Placement	Skill Needs

APPENDIX K

STUDENT'S READING LEVELS

Put an X in the appropriate square to indicate instructional reading level

	Name	PP	P	1	2	3	4	5	6
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									

APPENDIX L

B A S A L R E A D E R S E R I E S

TITLE_____	TITLE_____	TITLE_____
_____	_____	_____
READING LEVEL_____	READING LEVEL_____	READING LEVEL_____
STUDENTS FOR WHOM THIS MATERIAL IS APPROPRIATE	STUDENTS FOR WHOM THIS MATERIAL IS APPROPRIATE	STUDENTS FOR WHOM THIS MATERIAL IS APPROPRIATE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ALTERNATE PLAN

A PLAN FOR ROTATION OF GROUPS FOR READING

Suggested Time:	(Low Reading Group)	(Middle Reading Group)	(Top Reading Group)
9:00-9:30	GROUP READING INSTRUCTION (teacher directed) ↓	INDEPENDENT ACTIVITIES 1. Center Activities 2. Library Books 3. Listening Activities	FOLLOW-UP READING ACTIVITIES (independent) 1. Worksheets 2. Workbook
9:30-10:00	FOLLOW-UP READING ACTIVITIES (independent) 1. Worksheets 2. Workbook	GROUP READING INSTRUCTION (teacher directed) ↓	INDEPENDENT ACTIVITIES 1. Center Activities 2. Library Books 3. Listening Activities
10:00-10:30	INDEPENDENT ACTIVITIES 1. Center Activities 2. Library Books 3. Listening Activities	FOLLOW-UP READING ACTIVITIES (independent) 1. Worksheets 2. Workbook	GROUP READING INSTRUCTION (teacher directed) ↓ (assignment for the next period (day). FOLLOW-UP READING ACTIVITIES

APPENDIX N

The SQ3R Technique

Many students need help reading and using their textbooks effectively. Teachers can provide excellent instruction in this by training students in use of the SQ3R study formula. If time is taken at the beginning of the school year to go through these steps, then most students will be able to use them independently. However, the steps should be referred to constantly during the school year. The steps are:

I. Survey
II. Question
III. Read
IV. Recite
V. Review

I. Survey

A. Ask yourself these questions after you have looked at the chapter title:

1. What do I know about this?
2. What do I want to know about this?

Your answers will help you establish purposes for reading the lesson.

B. Look over the headings (boldface print) to see what main ideas are being discussed. Some people write down these topics as main headings of an outline, leaving space between these points to fill in details to be read later.

C. Look at any pictures, graphs, or tables. These aids are included by the author to emphasize important points.

D. Read the introductory paragraph and summary paragraph if included in the chapter.

E. Glance over any key words or questions that might be at the end of the chapter.

F. Ask yourself: "What do I know about this lesson at this point?

II. Question

Go back to the beginning of the chapter and turn the first heading into a question. For example, if the first heading was "Remedies for Breach of Contract," your question might be: "What are the remedies for breach of contract?"

This step will arouse your curiosity, help you bring to mind information already known, and aid you in seeing important points being made, thereby making it easier and quicker to understand what you read.

III. Read

Read to the end of the first section to answer the question you have just asked.

IV. Recite

A. Look away from the book, after reading the first section, and try briefly to recite, in your own words, the answer to your question. A good way to do this reciting from memory is to jot down brief phrases in outline form; or you can fill in the outline you might have started in the Survey step.

B. Glance over the section again if you cannot recite the correct information.

Repeat steps II, III, and IV on each succeeding section heading. Turn the next heading into a question, read to answer that question, and recite the answer by saying it out loud or by jotting down brief phrases in outline form.

V. Review

A. Look over your notes or main headings of the chapter after you have finished the lesson. Try to get a bird's-eye view of the points and their relationships. Check your memory of the content by reciting the major sub-points under each heading.

B. Review 24 hours after you have read the lesson. Just refresh your memory of main points and sub-points you might have forgotten, because people often forget much in the first 24 hours. After studying something, this review is very important.

C. Review a week later.

D. Review periodically.

Taken from: Comprehensive High School Reading Methods by David L. Shepherd, Charles Merrill Publishing Company, 1978

APPENDIX O

CLOZE PROCEDURE

The cloze readability procedure is the use of a selected text passage in which 20% of the words are omitted and the reader supplies the missing words according to his comprehension of the passage. The results will provide a measure of the suitability of instructional materials.

The cloze readability procedure follows these steps:

1. Select a passage of 250-300 words from the text to be evaluated.
2. Leave the first and last sentence intact.
3. Delete every fifth word within the remainder of the passage, with no exceptions, even if the word is a number or part of a proper noun.
4. Make exactly 50 deletions and replace with a line of standard length so that word choice won't be influenced by the length of the lines.
5. Give the passage to students with an accompanying answer sheet.
6. Instruct them in the following manner:
   a. Read the entire passage before attempting to fill in any blanks.
   b. Write only one word in a blank.
   c. Use the context. You have more than 80% of the material. Try to guess what word the author used.

d. Try to fill in every blank.

e. There is no need to hurry. This is not a timed test.

7. In interpreting you may either change the raw score to a percentage rank (number right divided by total number of deleted words) or use the raw score itself as an indication of the student's match with the book.

Frustration Level= Raw score of 21 or below/44% or below

Instructional Level= Raw score of 22-28/44%-56%

Independent Level= Raw score of 29 or more/57% or higher

The results reliably predict whether the reading material is comprehended by the individual or group tested. In group testing, if a majority of scores fall in the 44% and higher range, the evaluated text can be considered appropriate for that group. If the mean score falls below 44%, the suitability of the reading material is doubtful. The chosen text should enable the largest number of students to perform satisfactorily, and it should have a uniform level of difficulty throughout.

APPENDIX P

Construction of An Informal Reading Inventory for the Content Areas

It is essential that the teacher discover as soon as possible how well each student can read the content textbook. The best testing instrument for collecting this information is the textbook itself. It is necessary, however, to identify the skills you want to test and organize your test questions in such a manner that they will truly test those skills. Keep in mind that it is probably not necessary to test all the skills, but it is important to have a representative sampling in depth to make an effective appraisal of the individual skill areas.

I. The following is a suggested approach for construction of the test.

A. Selection of test items

1. Identify the critical skills of the content area at the level you are teaching.

2. Select the skills you want to test.

3. Locate within the textbook, sections that are representative of each of the vaious skills. Strive to make the examinee use all of the parts of the textbook.

4. Construct your test items from these representative sections.

5. Provide enough items for each skill to enable the examinee to demonstrate his proficiency. Choose some easy items and items that are more difficult. (4-8 items for each skill)

6. Concepts (See item III-D)

B. Test Format

1. Construct the test format to provide directions and questions only (exceptions to this may be the alphabetizing and vocabulary words). The examinee may mark on the format or use a separate scoring sheet.

2. The textbook will provide the basic information to be read.

C. Providing for analysis of test results

1. Provide an item analysis of your test for quick identification of strong and weak areas. A profile section reflecting the performance in the various areas might be helpful.

2. Establish what you consider to be satisfactory performance and unsatisfactory performance (this is a subjective judgment). To establish a more discrete scale would require the establishment of a normative population).

II. Developmental Reading Skills to be tested

A. Word recognition skills

1. Word analysis skills

a. Ability to analyze words phonetically
b. Structural analysis skills

(1) The ability to recognize and use prefixes, suffixes, and roots
(2) The ability to recognize familiar portions of new words
(3) The ability to break words into syllables for pronunciation

c. Use of context

B. Vocabulary development

1. Knowledge of specific content words that should have been learned in previous experiences

2. Knowledge of specific content words that are peculiar to this textbook or this level of study, that the examinee may not know from previous experiences

C. Organizational skills

1. The ability to identify the main idea

2. The ability to identify details to support the main idea

3. The ability to pick out key words

4. The ability to pick out key sentences

5. The ability to determine chronological and sequential order

6. The ability to outline

7. The ability to summarize

8. The ability to follow directions

D. Reference skills

1. The ability to use alphabetical order

2. The ability to use the various parts of a book: title, title page, copyright page, acknowledgments, preface, table of contents, lists of tables, charts and illustrations, chapter and sectional headings, side and recurring headings, footnotes, illustrations, graphs, diagrams and charts, captions, picture credits, chapter or section summary, bibliography, glossary, appendix, index

APPENDIX Q

READABILITY

FRY GRAPH

Fry's graph for estimating readability is recommended for use by classroom teachers because of its brevity, simplicity, and comparable accuracy. This graph can be used to determine the reading level of textbooks, library books, and other supplementary reading materials. Apply the accompanying formula and plot the two variables, the number of sentences and the number of syllables on the graph. The point at which they intersect is indicative of the reading level.

HOW TO USE THE FRY GRAPH TO ESTIMATE READABILITY OF TEXTS

1. Select three 100-word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred word passage (estimating to the nearest tenth of a sentence). Average these three numbers (add together and divide by 3).

3. Count the total number of syllables in each hundred word sample. There is a syllable for each vowel sound: for example: cat (1), blackbird (2), continental (4). Do not be fooled by word size, for example: ready (2), stopped (1), and bottle (2). Some teachers find it convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per 100 words and the average number of syllables per 100 words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade-level areas.

Example	Sentences per 100 words	Syllables per 100 words
100- word sample p.5	9.1	122
100-word sample p.89	8.5	140
100-word sample p.150	7.0	129
Divide total by 3	3)24.6	3)391
Average	8.2	130

Plotting these averages on the graph we find they fall in the fifth-grade difficulty level.

To evaluate selections of less than 100 words (test questions, math problems, directions for an activity, brief articles, etc.)

1. Count the number of words and round down to the nearest ten. If there are fifty-five words, use only the first fifty to make a count of the number of syllables and sentences.

2. Count the number of syllables and sentences in the selected words.

3. Multiply the number of sentences and syllables by that figure which will bring the word count to 100.

If the number of selected words is:	Multiply the number of syllables and sentences by:
30	3.3
40	2.5
60	1.67
70	1.43
80	1.25
90	1.1

4. Plot the adjusted number of syllables and sentences on Fry's graph.

READABILITY: ANALYSIS OF A TEXTBOOK

Textbook _____ Page Nos._____

Publisher _____ Date of Publication _____

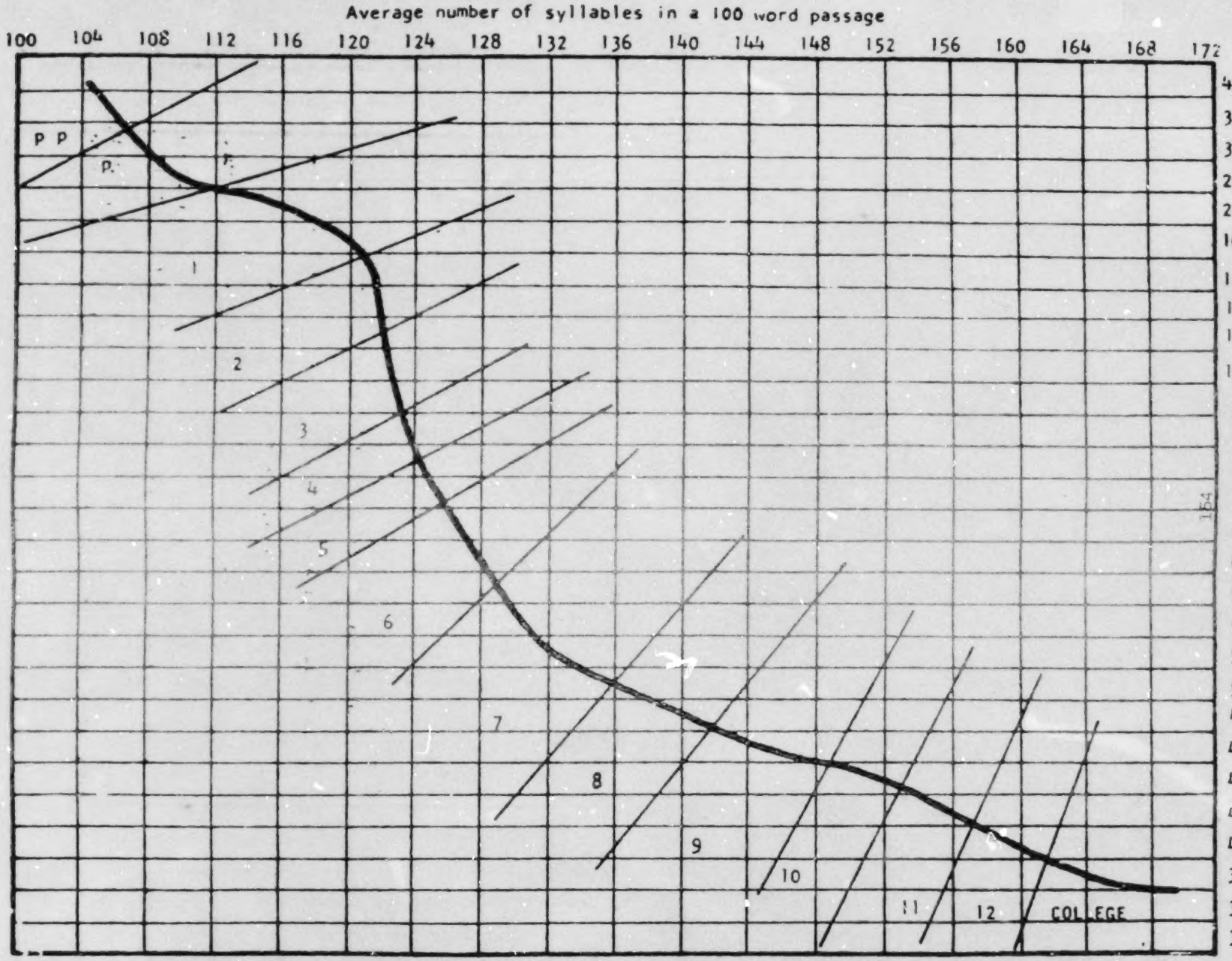
A. Total Number of Sentences

_____ _____ _____ _____
1 2 3 Average

B. Total Number of Syllables

_____ _____ _____ _____
1 2 3 Average

C. Readability Level _____



FRY'S READABILITY GRAPH PP-COLLEGE

References: The Reading Teacher, March 1969, Journal of Reading, April 1968

APPENDIX R

Some Elements of the Art of Questioning

Decide What Questions to Ask:

1. Know the ability of the students. Adjust vocabulary, if necessary, but avoid talking down to students. Do not assume that honor students function at the college level.

2. Formulate a few provocative questions around which a discussion may revolve. Plan these pivotal questions in advance and write them into the lesson plan.

3. Strike a balance between fact questions and thought-provoking questions. Some fact questions may be necessary to aid recall, establish background; but too many may become boring. Thought-provoking questions for which students are unprepared may be frustrating and cause discussion to flounder.

4. Consider the scope of the questions. A broad question may be more suited to the closing of a discussion than to its beginning.

Some Mechanics of Questioning:

1. Be clear and concise. Questions must be spoken so that they may be heard. The terms should be understandable and unambiguous. Many times, a context must be established in order to avoid ambiguity; it should be done as concisely as possible. Long, involved introductions easily become confusing.

2. Ask one question at a time.

3. Address questions to the entire class. Pause. Give the students time to assimilate the question and formulate answers.

4. Call on a student to respond after the question has been posed. Call on volunteers at first. When the discussion has developed, call on non-volunteers. Avoid causing feelings of harassment, but do expect a response. If the response is inadequate, call on another student; then, later on, direct another question to the person who was unable to respond.

5. Do not repeat questions. Call on a student to repeat or rephrase.

6. Show approval without imposing judgment. Phrases like, "It would be reasonable to think so", and "That was well expressed" permit the teacher to be approving without dominating.

7. Ask a variety of questions to stimulate thinking as well as questions to elicit facts. Ask questions which require students to:

   A. Report Facts
   who, what, where, when, define, describe, identify, list, name, recall, show, tell, write...

   B. Demonstrate Understanding
   show why, consider how, what is the cause/effect, compare, contrast, demonstrate, differentiate, distinguish, estimate, explain, extend, illustrate, infer, interpret, predict, relate, rephrase, tell in your own words, explain the meaning of, give an example...

   C. Solve Problems
   apply, demonstrate, develop, plan, solve...

   D. Analyze (see the parts)
   analyze, categorize, classify, compare, contrast, discriminate, distinguish, recognize...

   E. Synthesize (see the whole), generalize, hypothesize
   create, develop, formulate, make up, propose, suggest, suppose, assume, infer...

   F. Evaluate
   choose, decide, select, evaluate, judge, suppose, what do you consider, what would you do...

8. Use vivid, challenging language. "Why was Korea called a dagger pointing at the heart of Japan? " has an advantage over "why did Japan fear Russian expansion in Korea (in the 1900's)?

Some Common Pitfalls in Questioning:

1. Multiple questions. Pose a single questions. Wait. Add nothing unless it becomes obvious that the question must be rephrased or put in simpler terms.

2. Yes-No and One Word Answers. Questions that produce a chorus, promote guessing and fail to sustain a discussion, generally should be avoided. Instead, provide the facts and ask for explanation.

3. Whiplash questions and Fill-Ins. Declarative statements that end with a question mark are startling and confusing. "The combination of hydrochloric acid and sodium hydroxide results in what?" would be improved if reworded, "What would be the result of combining HCI and NaOH?"

4. Leading questions. Such questions reveal the teacher's bias. The teacher dominates thinking and discussion is frequently shut off. "Don't you really think...? could be amended, "Do you think...? "Why was the Vietnam war necessary?" could be rephrased, "Was the Vietnam war necessary?"

5. Vague, ambiguous questions. To ask "What happened in 1600?" promotes guessing. The question is too broad. "What is the difference between books and bicycles?" is too vague. Specify a catagory, a kind of relationship, a situation calling for explanation.

6. Verbose questions. Questions which become long, highly qualified, and have involved syntax, are confusing. Edit.

7. Tugging questions. "Think. What else?" and similar exhortations tug at a pupil's patience and do not stimulate thought.

8. Questions answered by the teacher. Such questions probably need to be rethought. Students should be enabled to participate.

Handling Student Responses:

1. Cross-questioning. To ensure that a student (especially a very articulate one) understands the implications of an answer the question might be put, "Why did you say...?" Or, "Why did you mention...?" Other viewpoints may be solicited from the class.

2. Avoid repetition of answers. If an answer is worthy of repetition, it might be rephrased instead by putting it in the form of another question to the class" "Do you agree or disagree that...?"

3. Ensure accuracy. Correct inaccuracies immediately. In deciding how to deal with them. judge their importance. Minor inaccuracies may be corrected in passing so as not to disturb the flow of thought. However, corrected in passing so as not to disturb the flow of thought. However, errors which are likely to result in misunderstanding of a major concept may be subjected to a correction from the class, or to comparison with information from the text and other references. Further questioning may enable student to see the importance of the fact and serve to justify the time spent in correction.

4. Inadequate answers. If a student is confused, the teacher may put a question another way by personalizing the situation, "Suppose you were ...? or may put the problem in reverse, "Suppose it had not happened that way..."

5. Unexpected responses. Unexpected but relevant answers often lead to interesting, worthwhile discussions. If a response is irrelevant, it may help to clarify the topic and re-direct the discussion if students are asked to explain why an issue is not relevant. Digressions are not advisable unless they are significant enough to substitute for the lesson that was planned.

The material in this Appendix has been largely drawn from the chapter entitled, "The Art of Questioning" in A Handbook for the Teaching of Social Studies, by the Association of Teachers of Social Studies in the City of New York (Boston: Allyn & Bacon, Inc.) pp. 39-56.

Permission has been received from Gail B. West, author of Teaching Reading in Content Areas to reproduce this article. (2-81)

APPENDIX S

GET ACQUAINTED WITH YOUR TEXTBOOK

Student's Name_____ Grade____ Hour_____

Name of Class_____

Title of Textbook_____

Author(s)_____

Copyright Date_____ Has this book been revised (brought up to date)?____

1. The PREFACE, FORWORD, or INTRODUCTION are essentially the same thing--a chance for the author to explain why he wrote the book, the approach he took, and the limits or scope of the work. It gives the student a chance to get in step with the author by getting a clear picture of what the author is trying to accomplish.

   Reading carefully and completely the PREFACE, FORWORD and/or INTRODUCTION of your book, and then summarize briefly.

_____

_____

_____

_____

_____

2. When the author includes a TO THE STUDENT comment in the introductory part of the book, it is particularly important that you read and understand it. Your attitude and approach may be significantly affected by this special message to you.

   If your text has this (To The Student, or something similar), summarize what the author is saying to you.

_____

_____

_____

_____

_____

3. The TABLE OF CONTENTS gives you the best, quick, over-all view of the book. You can quickly learn many things from it. Answer the following questions form studying your table of contsnts:

   (1) Are the chapters divided into many or few sub-headings? _____

   (2) How complete is the treatment of the subject in this book? (i.e., very complete, several aspects of the subject, one or two aspects of the subject, etc.) _____

   _____

   (3) Does the arrangement of subject matter in the bock seem logical, clear, and easy to follow? _____

   (4) In the Table of Contents, check to see if your text has the following. Answer yes if you find it, no if you don't.

   Index?_____ Glossary?_____ Appendix?_____ Answer Key?_____

4. The INDEX is used for quick location of information and names in the book. It is particulary useful when reviewing for a test to find quickly small bits of isolated information.

   Study your index. Name two or three types of information you find there. _____

   _____

5. The GLOSSARY is a "small dictionary" of the more difficult, special, or technical words used in your text. It can save you time and prevent stumbling over words or names because you don't have a dictionary handy.

   If your text has a glossary, look up at least one difficult word and copy the information hers. _____

   _____

6. The APPENDIX is supplementary information which is needed, but doesn't fit well as a chapter. It, therefore, is put in the back of the book to give additional information relating to the chapters.

   If your book has an appendix (appendixes), state what type of information you find.

   _____

   _____

   _____

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7. A BIBLIOGRAPHY is a list of authors and their words relating to a given topic. Sometimes a bibliography is given in your text to show what works your author consulted in writing his text; sometimes a bibliography is included to suggest reading you may do to supplement your text. There may be one big bibliography at the end of the book, or a small one included at the end of each.

   Check one or more bibliographies in your text, and list below two or three authors and titles that interest you.

   _____

   _____

   _____

8. Many EXTRA HELPS are included in most textbooks. Try to locate each of the following. Take some time to think carefully of how each one you find may be of help to you. Answer yes if your text has the following; answer no if it does not.

   Pictures? _____ Illustrations or diagrams? _____ Graphs?_____

   Footnotes? _____ Headnotes? _____ Marginal notes? _____

   Maps? _____

   Questions at the end of chapters? _____ Summaries at the end of

   chapters?_____ Practice exercises?_____

   Typographical aids such as: words in italics? _____

   bold face (extra dark print)? _____ underlined words? _____

   extra large guide words, or words in all capital letters? _____

A craftsman knows his tools.

Be an academic craftsman.

APPENDIX T

SHOW APPRECIATION TO YOUR VOLUNTEER

1. Greet the volunteer by name; encourage students to use volunteer's name.

2. Try to thank the volunteer personally each day, noting special contributions.

3. Set a time to talk with the volunteer when children are not present; speak briefly with the volunteer each day before departure.

4. Celebrate the volunteer's birthday, and encourage students to write occasional thank-you notes.

5. Use the volunteer's special talents, knowledge and interest in assigning tasks.

6. Give the volunteer increasing responsibilities and more challenging tasks.

7. Share articles and books of mutual interest--on child development, learning styles, or content area in which the volunteer works.

8. Include the volunteer when planning class activities.

9. Include the volunteer in staff meetings and inservice training when appropriate.

10. Send a letter of appreciation.

11. Take the volunteer to lunch.

12. Call or write when the volunteer is absent or ill.

13. Invite experienced volunteers to train newer volunteers.

14. Ask the volunteer coordinator about training which might appeal to the volunteer; can the PTA offer a scholarship so volunteer can attend conference or workshop?

15. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper, or community paper.

16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or TV station.

17. Nominate your volunteer for a volunteer award.

18. Celebrate outstanding contributions or achievements.

19. Commend the volunteer to supervisory staff.

20. Ask volunteers to help evaluate program and suggest improvements.

21. Help plan a recognition event--an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents, and community leaders.

22. Ask the children to evaluate the performance of volunteers; share their comments with the volunteers.

23. Accommodate the volunteer's personal needs and problems.

24. Enable the volunteer to grow on the job.

25. Write a letter of recommendation when the volunteer requests it.

From: National School Volunteer Program, 300 North Washington Street Inc. Alexandria, Virginia 22314

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